

Adult Education in the Union Territory of Delhi —A Critical Case Study

A Thesis submitted to Jamia Millia Islamia, New Delhi for
the Award of Ph. D Degree in Education

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1985

CERTIFICATE

I, hereby, certify that the thesis of
Mr. Lal Krishna Singhal entitled 'Adult Education
in the Union Territory of Delhi: A Critical Case
Study' is a record of bonafide research carried out
by him under my guidance.

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31 December, 1984.

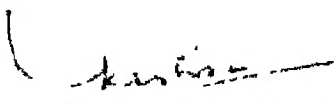
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D E C L A R A T I O N

I, Lal Krishna Singhal, declare that the thesis 'Adult Education in the Union territory of Delhi: A critical case study' in fulfillment of the requirement for degree of Doctor of Philosophy (Education) has not previously formed the basis for the award of any degree, diploma, association-ship, fellowship or any other similar title or recognition.

New Delhi:

1st January 1985.


(L. K. SINGHAL)

Acknowledgement

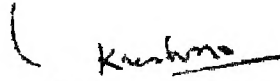
The importance of Adult Education in a developing democratic country like India is self evident. Unless the citizens are made socially aware of the vital problems of their living, occupations, rights and duties and the like, the success of democracy is bound to remain unachievable. With this realisation several programmes of Adult Education under different names have been launched in India during the Post Independence era.

Since 1977-78 the Govt of India has very enthusiastically been laying all the more emphasis on spreading Adult Education throughout the nook and corner of the country.

The Union territory of Delhi has been an interesting laboratory of all kinds of experiments and programmes of Adult education launched in India from time to time. The present research study is the first systematic and comprehensive investigation of Adult Education in Delhi both historically and sociologically.

The study is based on library sources as well as field investigations. A large number of Government Voluntary agencies engaged in the task of providing Adult Education in Union Territory of Delhi have been contacted by the researcher. A Cross section of Adult Education functionaries were interviewed by the researcher. The working of many adult education centres and activities of different kinds of adult education agencies were also observed by the researcher. Thus the study has sought to present the broad and comprehensive picture of the past and present of Adult Education in the Union Territories of Delhi. The researcher is extremely grateful to Professor S.P. Ruhela who supervised this study and helped him at every step with great deal of encouragement.

The researcher is grateful to all those agencies and individuals connected with Adult Education in the Union Territory of Delhi from whom he has gathered immensely rich data on which the study is based. He is also grateful to the librarians of Indian Adult Education Association, New Delhi, Directorate of Adult Education Ministry of education, ICSSR, Delhi Archives, and the Jamia Millia Islamia for the valuable help given by them.


L. Krishna Singh

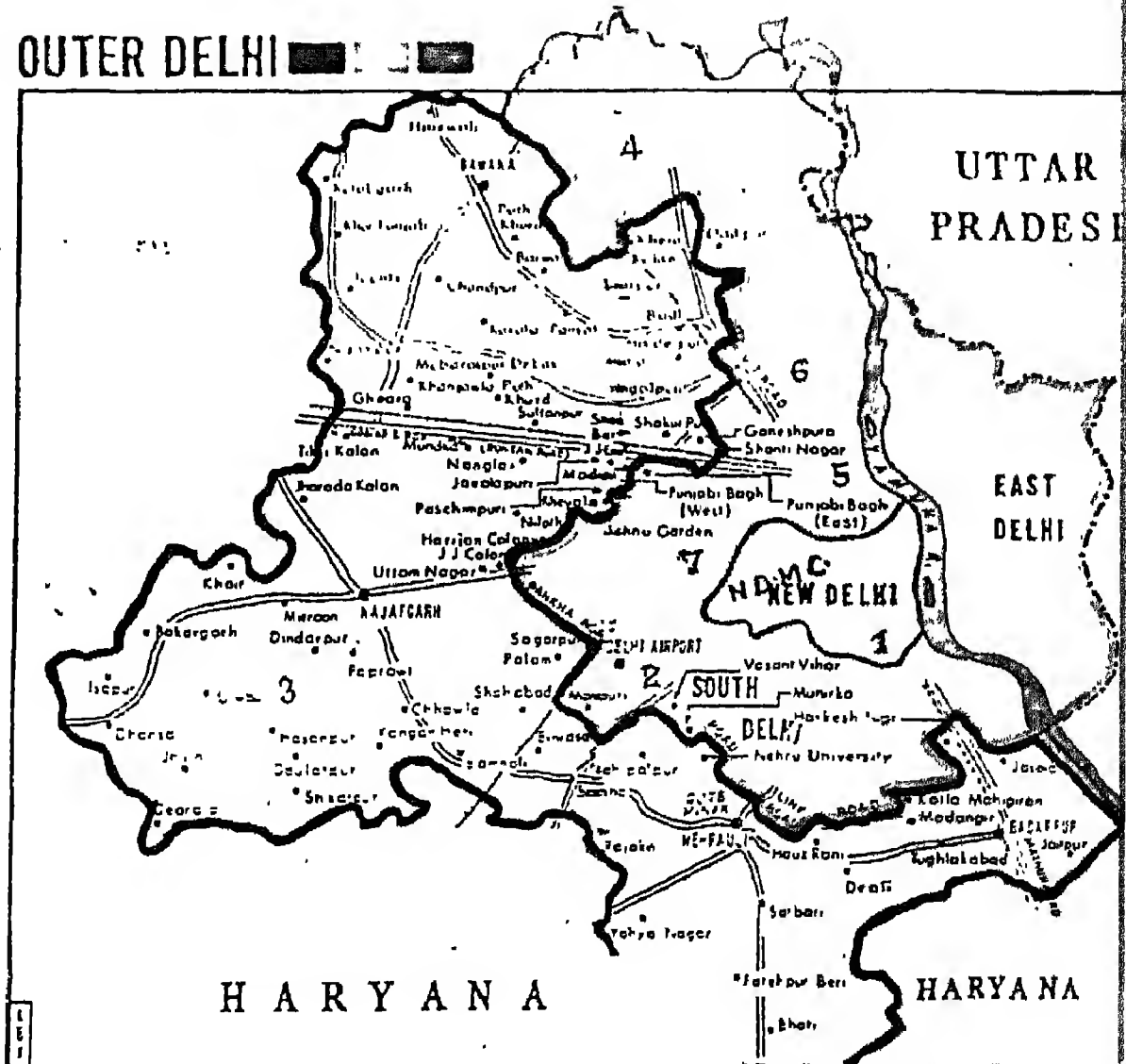
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TYPE OF PROGRAMMES

RURAL (RFLP)
URBAN

OUTER DELHI



PARLIAMENTARY CONSTITUENCIES

1. NEW DELHI
2. SOUTH DELHI 6 Sadar
3. Outer Delhi 7 Karol Bagh
4. East Delhi
5. Chandni Chauk

Chief Agencies working for Adult Education

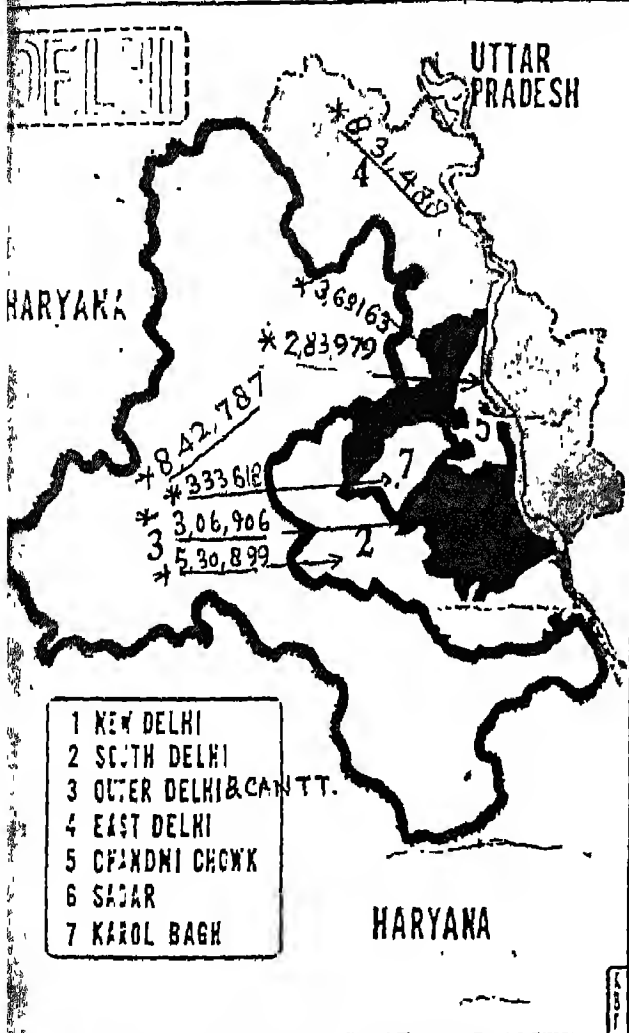
1. Directorate of Education Delhi Admn. Delhi
2. Municipal Corporation Delhi (M.C.D.)
3. N. D. M. C.
4. Nehru Yuwak Kendras
5. N. S. S.
6. Voluntary Bodies.
7. T. C. D. S.

AT THE DELHI CENSUS 1981
 DELHI CENSUS 1981
 PARLIAMENTARY CONSTITUENCIES

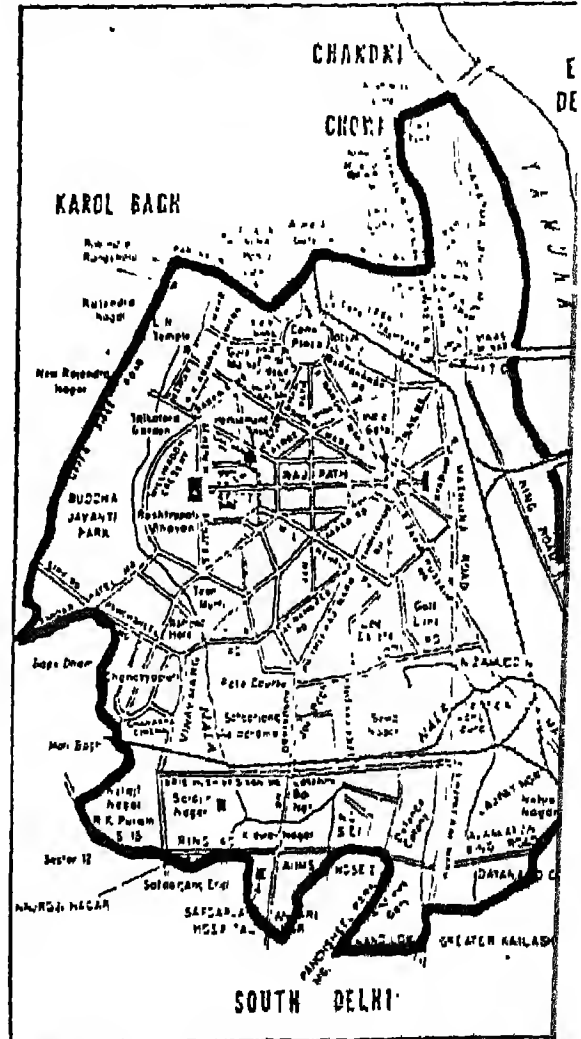
CHIEF AGENT
 N. D. M. C.

- * Type of work.
1. Adult Edu. Centre
 2. Balwaris.
 3. Creches.
 4. Reading Rooms

PARLIAMENTARY CONSTITUENCIES



NEW DELHI



DELHI CENSUS 1981

See Population Change Wise
 Next page.

Parliamentary Elections 1984

* Figures of Voters in each Constituency

* For Exhaustive list of each see
 Appendix under N. D. M. C.

1. Centres 42
2. Balwaris 12
3. Creches 7
4. Reading rooms 34

CENSUS OF INDIA 1981
DELHI

A.	Population of Union Territory	Total	6220,406
		Males	3440081
		Female	2780325
B.	Decennial Population growth rate 1971-1981	+ 53.00 Percent.	
C.	Scheduled Caste Population	Total	1,121,64
		Male	618,55
		Female	503,09
D.	Density of Population	4194 Per Sq. K.Met	
E.	Sex Ratio	808 Females Per 1000 Males.	
F.	Population of urban to rural population.	92.73 Percent	
G.	Proportion of Rural Population to total population	7.27 Percent	
H.	Literacy Rate	Total	61.54 Pe
		Male	68.40 Pe
		Female	53.07 Pe
Proportion of Main workers		Total	31.93 Pe
		Male	52.47
		Female	6.52
Delhi Urban Agglomeration Urban		5729,283	1,005,95
New Delhi Municipal Committee total) Urban		273,036	36,47
Delhi Cantt (Total) Urban		85,166	14,84
Delhi Municipal Corporation (Urban)		4884,234	784,13
1.	Delhi Tehsil Rural	2750,064	63,39
2.	Mehrauli Tehsil Rural	1771, 42	40,61

CHAPTER- I

I N T R O D U C T I O N .

I. Importance of literacy for Adults;

Citizens in an enlightened State are entitled to all opportunities of education of the type suited to their requirements so long as they are capable of receiving it. Even those who have good fortune of receiving education through schools and colleges are not less entitled to adult education than those who are illiterate people working in farms and factories, shops and offices, in fact in every walk of life, need to be provided with education which not only enable them to do their work efficiently but also to derive joy from their work and know-how to do it more efficiently.

Thus conceived adult education is universal education for adult irrespective of the fact whether he or she had schooling or not. It also embraces various activities which are designed to raise the standard of the people, to dignify social behaviour and to refine public taste.

Public libraries, art galleries, museums, exhibition theatres and also such institutions in the widest sense of the term are the institutions for adult education. From this broad comprehensive point of view, the scope of adult education includes and extends

far beyond the activity concerned more particularly with the task of making people literate.

Democracy cannot exist in a society where vast masses of the people are ignorant and incapable of exercising their independent judgement. Eradication of ignorance and liquidation of illiteracy are thus significant and essential aspects of Social Education for the Adult.

Education is viewed as a dynamic process and an effective instrument for the development of humanity. This is possible only when educational ideals are interpreted according to the needs of the time and the actual scope of activities is bound to change with the circumstances created by ~~that~~ time, place and socio-economic developments of the society. Literacy is the most potent means of written or the printed word. Again beyond the written word there is need of social awareness of the forces operating in the environment. It would thus be seen that sound social education is an inescapable precondition of the effective use of literacy itself.

Levelling up of education, just as the levelling of land, in the backward countries is a precondition to international security. D.P.Mishra, Ex-Education Minister of Madhya Pradesh had gone to the extent of saying that the world Bank be asked to advance loans on easy terms to

nations for the purpose of building up their educational system. Reports received from various States have indicated varying emphasis assigned to the work of literacy as an aspect of adult education.

It is beyond the capacity of any State Government to create a machine, too vast to be adequate to deal with the varied problems of social education. It would be impossible for social education to progress until voluntary efforts are initiated in each locality in every part of the country. But it has been realised that voluntary efforts itself would require support on the state or to enable planned systematic work. The most disheartening feature of primary education has been that most of those who have passed out of primary schools soon relapse into illiteracy. The inevitable conclusion, therefore, is that the education of entire rural community is essential if permanency has to be assured. Social reconstruction be undertaken through social education.

It is essential that general temperamental set up of individual may have to be cared for more than his age in instance of practical teaching. An adult has experience of life which a child has not. His vocabulary is greater. His powers of reasoning are developed. His power of associating ideas ~~is~~ has an extensive range. He is advanced in analytical power. He toils throughout the day for his existence,

he is generally tired and worried. He badly requires recreation and entertainment. It is necessary to put the adults out of their excitement. So a good training programme in adult education, organisational set up and methodology including text books covering a syllabi based on local need constitute the back-bone of the entire adult education structure.

It is generally argued as to who would be taught first. How to spot out, locate or seize a group of learners? Whether the programme should be intensive or extensive in approach? On the basis of educability and in view of limited resources in the form of teachers and money, it has been decided at various occasions to concentrate on higher levels of educability. This may be termed as an intensive programme while on the other hand an effort to liquidate illiteracy completely in a smaller area covering all levels of persons can be considered as an extensive programme. Both the views are useful and have been favoured for their respective utilities. However, unrealistic priorities should not be made.

Again the aim to be achieved is that reading should not come as an isolated activity but should be associated

Footnote:- National workshop and symposium on National education for school drop outs and Youth Report 1976 IAFA, New Dell

with complete programme of adult education covering the activities in which the individual is interested or engaged vocationally.

The nation must live upto the ideals which it has imposed upon itself through its constitution. The people must learn to reconstruct their life and the life of the community in which they live in accordance with the nation's cherished ambitions. It should be an endeavour of voluntary bodies, individuals, teachers, executives and planners to study the reasons for blockade and stagnation and assist in continuous and flawless flow of life long education.

II THE HISTORY OF DELHI AND THE ADULT EDUCATION.

Adult education programme in Delhi unlike the other States has been quite delinked and sketchy.

Modern Delhi 1650 onwards is 250 years old. The glamour of the great city which bore the names for four and a half centuries previously has clung round it and clings still. During the 18th Century, the main city of Delhi was patronised by some of the poets who continued to share the griefs and sorrows of the people when Britishers made their concerted efforts to impress upon the receding Moghal rulers. The poetry, as was the media of various interpretations, symbolically designed

and richly embedded with scholarly styles, brought to the people both information and message of the transitory period. They (the people) spoke of the grandeur of earlier days and stunned the people of ravages which could repeat actions of 1857. Our struggle for independence. This grandeur part of the poetry did not exclusively highlight only the achievements of the emperors and their gait of action but also circumscribed the life of the people in the city bringing within its fold the trade and traders, pandits and malvis, Madararas and Mudarris, Sakkas and Thistoes, the Jahaar and lower level attendants. These exercises altogether made people aware of the most recent developments in political circles. The Katras and Kuchas of Delhi were echoing with these literary dimensions and as the seasons changed the flavour of the poetry was effected. Various fruits, vegetables and edibles were known to the people in rhythmic couplets which added to the knowledge of the people about their original places of despatch. Similar was the case of wardrobes and pretty dresses from pyjama to the exquisite Zarees. To sum up, most of the information came to the people about various celebrations, receptions, culminations through poetry. This media of public instructions later on was succeeded by various journals which were almost a voluntary effort spontaneously brought about. The script was not the consideration Poets like Murlidhar (Kucha Murlidhar) who were writing in Hindi on religious and medieval themes were also associated by Urdu poets like Zaki who added to the taste of the undivided

people like today's light music with classical background.

Various old monuments in Delhi gave a thought - provoking atmosphere to the scholarly people. Today itself various old tombs provide a base for our writers who write for the masses. The scorching heat of Delhi brought the people to summarise a few moments for leisure out of their busy schedule. These places served as community halls, and some times as beautiful auditorium.

This verbal communication had its effect on the minds of the ~~the~~ nobles who generously sanctioned funds for public instruction. Today schools in old Delhi like Rohtagi School, Mahavir Jain School, Marwari School had their start in the

Footnote;

1. Vir Vinod- Kaviraj Shyamkal Das.
2. Sujancharit- Sujan
3. Vansh Bhaskar- Surajmal Charan
4. History of Urdu Literature- Dr. Rambabu Saxena
5. Abe Hayat- Mohmad Hussain Azaad
6. Deewan- Mir and Dard.

similar rooms of butallas (First floors) of various old houses of Kinari Bazar, Kucha Cholan and Gali Chokerakhana. Adult Education for the deprived people or unprivileged class was not conceived at this stage although the nobles were liberal enough to extend Vajeeefa (Scholarships) and grants in aid to the needy students who-ever had intense desire for learning.

The outer Delhi which forms today's rural Delhi could not be commissioned into the mainstream of Delhi City because of two reasons. Firstly, these rural areas were looked upon as the alienated groups, non-conforming to the life of walled city. They were basically considered as casual visitors as feeders, suppliers of milk and other provisions. The labour class (house servants) was not from Delhi Villages but adjoining western Districts of Uttar Pradesh State. The walled city of the rich had always apprehension of being robbed by ruthlessly scattered villages unknown and unlettered beyond Jamuna and far off in Aravali hills beyond the South-end Road of British New Delhi. These villages could not be considered ~~for~~ for education for long time being the back figures of developmental programmes under government survey. The only chance for them was to be recruited as illiterate Jawans in the military. The political recognition of Delhi from time to time also hampered the education of these villages. Sometimes these

villages were grouped with Punjab, a few with Uttar Pradesh within their districts and at another time they were linked with Delhi Districts of which Mehrauli, Najafgarh, Mangloi, Narela were the Tehsils.

The political consciousness among the people covering Delhi Territory was marginal since Delhi was considered as a base for military activities in the cantonment Area. The Civil Lines area beyond Rashmere Gate was abundantly allotted to Christian Missionaries who started their institutions like Victoria High School and Queen Mary School both residential for imparting convent type education. Those who affirmed loyalty to the British were also allowed to construct their lodges along today's Alipur Road (Sham Nath Marg) Matcalfe Lane and Ludlow Castle. The Kingsway Camp was the last point of Delhi's Northern expansion where the George V had his coronation. The South Western Area, mostly hilly and withered and parched was sparsely populated. The Eastern part of Delhi, as described earlier, was effected by Jamuna Floods upto Ghaziabad. The area along Mathura Road from Okhla Barrage to Nizamuddin was however alive to be linked with roads to New Delhi. This location of Okhla village offered a setting of the shanti Niketan type of tranquility because of the canal area

Footnote;

Ref:- History of Jats
Kanungo K.P.

as well as the green belt for agricultural activity.

It was here that later on Dr. Zakir Hussain the sappling of his Basic Education as enunciated earlier in Varanasi under Gandhiji's guidance. In the New Delhi area beyond Baharganj i.e. Minto Bridge, Panchsryan Road, Manir Marg and then towards Safdarjung Madarsa and in the East Purana Quila there could be no activity of Public instruction since the sites were cleared for the residences of the British Administrators, Office hutments, secretariat and princely state houses like Bikaner, Jaisalmer, Patiala, Dholpur. These princely state houses although profusely financed by the Indian Princes were virtually their abodes during their visits to Delhi to present felicitations to the Britishers. The Scindias from Junior although had set up a ceramic factory near Safdarjung (Ring Road) which could be considered as an individual economic activity providing employment to a few. Council chamber and viceroy House areas, people who happened to visit these areas were very much scared of the ceremonial, stately attitudes and limited their stay with their employees as relatives for a very short period. Only the Grandeur of beautiful lawns, fountains, broad metteled roads could be appreciated. It was exclusively a type of privilege one could achieve as an employment under the Central Government and specially within the precincts of the Central Secretariat.

The only common meeting places between the walled city and New Delhi was Ramlila ground where people in the evening could throng and listen to the News bulletin in Hindi relayed by All India Radio through box fitted on an electric pole. In fact, Delhi has been a gallery of visitors from different socio-cultural backgrounds. The visitor considered their stay here as short and transitory gathering much to narrate to their kins in their home town. Very few thought of building a permanent abode in this gallery. The gallery could be eroded at any moment. People evinced their gesture of rich heritage left some of their impression and moved to their homes.

In 1901 total population was 20,00,00 but with large area of over 700 villages. Today's Delhi has around 300 villages only. A peculiar fact appears that the increase of population in villages was 2%. At that time the population rather declined. There seemed to be no thought of population education as we have to harp upon today. The population consciousness in city too has started. This was a curious situation for the demographic staff. The city had also seen one or two famines which could be accounted for arresting the increase in population. A self-less service by SPG mission and European, a lady worker, is a landmark in the social

service and social education. Municipal Dufferin Hospital north of Jama Masjid and St. Stephen's hospital for women Chandi Chowk earned a great admiration by the people for supportive services. Similarly Victoria Zanana Hospital took care of thousands who had rarely any outing from the dark deep streets of old city.

The major expenditure worth Rs.12 lakhs was incurred on the city on civic amenities like water and drainage. The registered set electors were around 10,000 and the municipality had 7 Hindus 10 Mohamadan and 7 European representatives. The seeds of communal differences were sown by certain nominations. Although great scholars like Zaidin Khan and Khan Bahadur BCL of Edinburgh were at the height of their zenith in their scholarly pursuits yet the masses were left uncared for other figures were Ram Chandra Mathematician, Rai Bahadur Ram Vishan Dass, Rober Clark Dy. Commissioner, who sometime met to ameliorate the lots of people.

The Gazetteer of Delhi 1912 recorded various descriptions on the population of rural and urban Delhi. Several Jagirs were distributed to individuals who were recognised for their loyalty in 1857 and subsequent upsurge. A description is traced of the Jats, their physical structure and appearance toughly built with a lustre of European races. No special reference is found to their education except their engagement in fertile land awarded to them around Ballabghard. The benefits

of loyalty passed on to later generation as and when opportunity of recruitment came up. The same feature was popular in the city area of Delhi. Both Hindu and Muslims loyalists were gifted large land spaces and high positions in the Municipality.

A comparison with the statistics of 1881 shows that the literate males (total) population of Delhi District being around 8000 only had doubled since then in 1912 and the literate families were six times as many. Jains being wealthy community accounted for 29% literacy, Hindu 4.7% Mohammadans 5.5%. The difference between Hindu and Muslim population for literacy percentage was due to village rustics. Scripts readability was 47% Urdu) 29% (Hindi) 15% (English). of the literacy in English about 3/4 were Hindus and 1/4 Muslims. Industrial Middle School was founded by the Municipal Committee. There were many private Institutions to which committee gave grants. In all there were 5 high schools and 2 colleges. Punjabi Mohammadans valued education and started schools in the upper floors of Sadar bridge area. The curriculum was Urdu Punjabi Math, Typing and commercial geography. At lower levels were Maktabas, Chhatasals and Pathshalas where pupils were prompted to learn religious scripture by heart.

The education of the low caste boys was entirely in the hands of missionary societies because neither

Government nor individuals cared to open such schools and the Christian religion enjoined help to the humblest.

The Ballabgarh Tehsils alone was the field of operation and primary schools were maintained by SPC (Cambridge Mission) at Patshpur Beri. Mehrauli and Shahpur were looked after by the Baptist mission at Ballabgarh.

EDUCATION OF THE FEMALES.

Hindus had six schools maintained by District Board. All these were attended by Hindu girls. Mohammadans had one maintained by M.C.D. and reading Kuran was in the curriculum in addition to language study of Arabic and Urdu. The S.P.G. and Baptist mission societies had several middle and primary and primary schools and there ladies often visited respectable families and taught the rudiments of reading and writing. The society with only 23 lady visitors implemented the scheme of Women's education. Their main target was elderly women. They would teach them only reading and writing. Late Lala Ballishan Dass a Zealot of theosophical society donated the building to CHIPRIWARA school in the 1905. The other four schools were maintained by Arys Samaj in different parts of the city. There was Delhi Islamic school too. It was distributed over five classes and 70 maiden girls attended these classes with annual expenditure of Rs.1350/-. To bring rural population within the fold six District Board School were at (1) Mehrauli (2) Chiragh Delhi (3) Faridabad (4) Palam (5) Nazafgarh and (6) Sonapat.



The staff was a teacher and a caller in each school. Curriculum was 3 Rs. Noelo work was integral part of general education. Ordinarily the expenditure was Rs. 15 per annum per student. As such, the effort for education was through the Government, Missioneries and private establishments.

The large building used as library by Prince Dara shikoh was now used for holding classes with separate room for subject teachers. The same building in turu has been used;

1. Old Hindu Collage.
2. District Board Office
3. ~~District~~ Artillery Barricks
4. Municipal governed high school as a model school, with a European Headmaster. It was affiliated to Punjab University for matriculation Exams. The school had a large play ground. There were 325 pupils and the annual expenditure was Rs.19089 and Rs. 22,466/- respectively for two consecutive years. The fee paid by the student was Rs. 9266/- i.e.atleast 33% approximately. This means that education was sought by those who had a mind to spend on it.

The training of teachers was also conducted near Kalan Mahal Mosque. There was an equal distribution of pupil-teachers over the respective tehsils of Karnal, Ambala, Gurgaon, Rohtak and Hissar. Inspector of schools of Delhi Division could

nominate 20 scholarships.

In 1883 colonel Holroyd, Director of Public institution founded an Industrial Art School. Exhibition of Specimens of different trade was exhibited here. Rs.3000/- were granted as Lump sum and Rs.250/- p.m. seperately.

'Amanujum Ka Diwan Khana' was established near Thowar Maszid. Three carpet weavers and carpenters were employed To trace the education of the unprivilaged, the boys employed in carpet weaving and small work were Thishtis, Chamars and Christians. Again the Railway technical school Lahore proved to be the pace setter for an industrial school in Delhi. Besides some Literacy subjects, joinery, carving turning and drawing were undertaken. Mayo school was the supervisory school. In today's context the supervisory school should be fixed to watch the progress of Adult education through small centres in a particular area.

Scholarship were awarded from provincial funds in the unper primary department. Those who finished their training found no difficulty in earning a livlihood from their crafts. These schools were near Kundewalan and Ajmeri Gate.

For higher education St.Stephen's school had 41 teachers. Near Mori Gate was another high school with European teachers managed by S.P.G. Missioneries upto B.A. course.

This was on sound footings. The college building near Kashmere Gate was designed by Sir Swinton Jacob and was opened in 1891 by Shri Jane Tyall. It was affiliated to Punjab University. The University conducted exams for M.A. English, Sanskrit, Arabic philosophy and Maths, B.A. and Inter science were also popular.

Grant from the Government and M.C.D. was also utilised. The life of adults, as we see today too was busy in earning their livelihood and the use of these institution was limited to those who could afford time and money. Bengali school near Parade ground (1909) also had its contribution for education joining the mainstream of education in confluence with others.

For indigenous medicine Tibbia College was started by Late Hakim Mazid Khan in Balli Maran with 45 inmates. Similarly Himayat-ul-Islam school became popular in Dazar Sita Ram. This was run by Public subscription. In a way it was the result of public participation. Hindu college (1899) endeavoured to extend cheap but secular pattern of education. It was registered under the stock company Act and affiliated to Punjab University. There was only 19 students. The college was opposite ~~near~~ the St. Stephen's college. The Gazetter reports that in the beginning the college did not appear to be thronging.

EXPENDITURE ON EDUCATION.

The distribution of funds was quite rational and registered peoples enthusiasm for education. The Administration had a convincing attitude in favour of education to all yet the consciousness even to general education was not evinced beyond vernacular education;

Rs. 50,000	Provincial resources
Rs. 33,000	District Funds
Rs. 19,000	M.C.D.
Rs. 43,000	Fees
Rs. 18,000	Subscription
Rs. 35,000	Endowment

A Major partition contributed fee from scholars. The phenomena accounted for costly education yet this shows concern of the people at large to educate themselves.

EDUCATION THROUGH PRESS.

Morning post of Delhi was the only paper. Quality gave place to quantity. The private press could not avail of the benefit of Municipal grants. Risale in Devnagri and Urdu were printed mostly as pamphlets with a meagre income of Rs.20/- only. Hindi Akash' and Salar-a-Hind Risala, Insaf Urdu were enlightening the lettered people.

HEALTH AND HYGIENE.

The city had some good hospitals with a staff



of missionary zeal. To have a glance there were hospitals at;

1. Chandni Chowk- Dharaganj-Cadar and LalKuan. (all different).
2. Victoria Zangana -Jama Masjid; inaugurated by Lady Minto
3. Military Hospital Indian Infantry-Daryaganj.
4. Medical Mission by Rev.W.Cavey.
5. Vaccination, Distribution of Quinine through petition writers to the village was very much emphasized.
6. The plague situation were averted by drinking the filthy and dirty water through western Jamuna canal.

DELHI VIEW : (RURAL) A RETROSPECT.

- | | |
|--------------|----------------|
| 1. Sonapat | 2. Narela |
| 3. Najafgarh | 4. Mehrauli |
| 5. Faridabad | 6. Fallabhgarh |

Though the city is supposed to date from the 15th century B.C. under various names, it was not like the first century B.C. that the name Dilli is first met with. The true derivation of the name is lost in the clouds of antiquity, but it is generally supposed that it was named after Rajah Dhilu from which the corruptions Dilli, Dehli and finally Delhi were evolved. The vernacular spelling is still 'DEHLI'.

The city of Delhi, which is conspicuously marked on any map of India, overlooks the river at a point somewhat to the south of the middle of the district with a geographical position given as latitude about $28^{\circ} - 30'$ North and longitude about $77^{\circ} . 13'$ East. The District was previously divided into three Tehsils Sonapat, Delhi and Tallabgharh counting from the north.

With the exception of the Jamuna river on the East which is the provincial boundary with the United province district of Meerut and Bulandshar, District boundaries follow no natural features. The district marches to the north with the Karnal district (Tehsil Punjab) to the west with Rohtak (tehsil Gohana and Jhajjar and with the Gurgaon tehsil, and south most with Falwal.)

As well known, modern Delhi is just to the south of the Ridge and the ruins of the former city extend south-wards for the eleven miles to Mehrauli. There can be little doubt that the Moghul emperor chose the locality for the important reasons that building stone could be easily obtained and the ridge prevented any possibility of erosion by the Jamuna. The country immediately south of Delhi as far as Mehrauli, Tughlabad and Molarband is rocky and undulated. This and the picturesque ruins abounding almost everywhere give the scene an interest not often found in plains of India.

Religious reverence is due to the Jamuna from the Hindus. It passes very close under the fort of Delhi and it must always have rounded up the eastern point of the rocky ridge at Wazirabad. But in the northern part of the district it appears formerly to have had a course much to the west of that which it holds at present.

A systematic study of the land and people of Delhi along with historical developments is perceived through works of the following writers.

The earlier attempts by Mr. Fergusson and Mr. Cooper were not so convincing. Captain Harcourt H.G. Keane wrote Delhi Guide. Mr. Fergusson effort deal with 'Old Pathana Architecture. Thomas writes on 'Pathan Kings of Delhi' selection from Mohammadan Historians. Hennerly Elliot started his valuable book which was later completed by Prof. Dowson. Mr. Blochman edited Aline Akbari a major source of information. Maj. Gen. Alexander based his study on 'Archaeological survey. Another book Archaeology of Delhi by Mr. Carr Stephen resembling Asar-i-Sanandid by Sir Syed Ahman Khan.

Field Marshal Sir Henry Norman GCMG GCB wrote about 'Siege and Assault of Delhi' which speaks about the life and taught stand of the people. Lord Robert's Forty one years in India is a pleasing reflection of most natural courses in life and factual happenings which arouses further heart searching. Captain J.C. Medley

'A Year's campaigning in India' and Col. Vibal's 'Sepoy mutiny circumscribes religious, social and ~~para~~military life of the people.

CM Metcalge CSI wrote- 'Diary of Jiwan Lal' and 'Trial of the Ex-King of Delhi' The narrations are peculiar and assist a reader in understanding the emotions of the poets who narrated themselves to the masses.

The natural surroundings of Delhi compare it with Cairo and Canton. The old names of Delhi, for chronological study were:

Ferozabad- Ferozkhan Tughlak
Indrapat - Humayun & Shershah
Siri - (Shahpurjat)
Jatan Panch - Between Siri & Old Delhi.
Tughlakabad - Mohammad Shah.
Kilokari
Mubarkbad (Today South Extension part I.)

A century of British educational effort yielded only meagre results, both in terms of educational developments and social transformation. The modern system of formal education was very limited in coverage and was availed of mainly by well-to-do upper middle classes, many

Footnote: Shahjahan's Delhi. Past and Present H.C. PANDE
Submit Publishes 1979.

of whom had a modern westernised outlook. The new educational system thus ascertuated the divisions of Indian society into the upper and middle castes or educated elites. Indian control of education which was only partial between 1921 and 1947 and became total after Indian Independence did not make any material differences to our basic approach to educational development until very recently* We continued both to equate education with the formal education subsystem alone and to ignore altogether incidental and non-formal subsystems.* Single point entry, sequential annual promotion, full time attendance and exclusive instruction by full time professional teachers continues.

A sub committee was appointed to work out the recommendations of the central Advisory Board on education in its 14th meeting. Board principles and five point programme of the committee of 1948 are as follows:-

1. Literacy and its follow up.
2. Education for citizenship.
3. Health and Sanitation.
4. Economic improvement.
5. Health, Recreation & culture.

Footnote* * History of Education in India David page.

Immediately after the above event, inaugural address of Shri Maulana Azad to UNESCO seminar in November and December 1949 emphasised new orientation to social education which impressed adult education as "education for the complete man". The term Adult Education was abandoned in favour of social education. It has since become widely current in India.

✓ The work of Adult education in the country is of recent origin, and states and voluntary organisations have found it necessary to make a beginning somewhere and to attend to the most urgent social need in this field. ✓

Addressing the First National Seminar organised by the Indian Adult Education Association on 24th December, 1950 of which Shri Shafiqur Rehman Kidwai was the associate Director Shri D.P. Mishra, the then State Minister of Education said "It is beyond the capacity of any state government to create a machinery so adequate to deal with the many problems of social education. It would be impossible for social education to progress until voluntary effort is initiated in each locality in every part of the country. It has also been realised that voluntary effort itself would require support of the state to enable planned

systematic work" It is therefore, an endeavour to present a brief spectrum of voluntary and state efforts towards social education in the Delhi State.

Delhi is miniature India. It has its own historical importance depicting the life of the people through ages. It has a mixed population with varied cultural backgrounds, taste, trade, profession and occupation surrounded by Utter Pradesh, Haryana, Punjab and to some extent by Rajasthan, Delhi has been receiving and disseminating various values and informations. Delhi's political status has undergone various changes and its position as a District, a state, a walled city, cantonment, civil line sector of the British, a union territory and metropolitan city has presented wonderful phenomenon for sociological study with various modes of living of people as was been studied through the books.

Delhi is being administrated by various civil and Govt. bodies as District Board, Notified Area committee, New Delhi Municipal Committee, Municipal Corporation and Delhi Administration. The job of Adult Education has been handled by various such bodies and organisations. The cases of resources, areas and their overlapping have created complexities. Yet Delhi has emerged acquiring newer dimensions both in population,

Shahjahanabad by Shri Jag Mohan and Delhi through
ages by Rajeshwar Dayal, a Hindustan Times publication.

relevant for the purpose of Adult Education target groups and in brighter ultra modern colonies giving shelter to hetrogenous groups. Various central Ministers, Administration, Department of Delhi, Directorate of Adult Education, Social Welfare Boards, Trade Union Federations associated with aspects of Adult Education are conducting their work in and for the amelioration of masses. It is therefore, a responsive laboratory for study whether it is a full scale programme or ~~pink~~ pilot project. The history of adult education in other states has revealed that the problem of library books pertaining to the tastes and contents and language has not been so difficult. The curriculum construction too has not been so difficult. The curriculum construction has been an easier job for a single type of population. The enthusiasm extended by various trusts, employers has also been for a population with a permanent base. But these factors do not coincide with Delhi's growing and shifting population. A great influx every year into Delhi still presents a stupendous task for the flunctionaries and administrators. The study has been spread up over all such issued together with objectives of NAEP programme launched by Government of India.

Footnote;- Studies in later Moghal History of Punjab-H.R.Gupta

Looking back at Delhi's progress in ~~Adult Education~~

Adult Education we observe that Dr. Zakir Hussain harmonised Gandhiji's constructive work with the scheme of making Jamia Primary school a centre for organising different educational activities in the neighbouring community. He encouraged the student and the staff of the Jamia to conduct a night school for the working children and illiterate adults. A night school was opened in 1926 which continued till 1936. Similar schools were also opened in Karol Bagh area and Lala Looti areas where attendance fluctuated between tens and hundreds and the reasons were studied. Home visits were also made to persuade the learners for attending the schools. These areas in AE are still open and valid for purposeful research for successful Adult Education programmes. Syed Muttalabi Faridabad, a well known literary and political figure of Punjab requested Dr. Zakir Hussain to prepare a course of study (today's curriculum) on specific lines of language, duration understanding level of rural condition and environment. Professor Aquil latter suggested topics like general knowledge social reforms and family budgets, history of world civilization (which form the basis of our curriculum construction even today.) for preparing the books. Prof. Aquil's report on the subject moved Dr. Zakir Hussain to establish a new Department of AE at Jamia for experimentation

in Adult Education and for the Dissemination of its results in the country. Shri Shafiqur Rahman Kidwai appeared to be the man took up the assignment with his organising capacity and creative talent. A notable event of this period was the founding of the Indian Adult Education Association', which came up as a result of an all India conference in 1938 organised by Delhi Adult education under the Presidentship of Dr. Shah Suleman. A review committee under the Secretary ship of Prof. H. E. Richardson revived the Adult Education work in India and published its report in 1939. In 1939-40 there were 19 schools in Delhi for Adults with an enrolment of 269. Out of these 15 were run by the Distt. Boards. 2 by the notified area committee, 1 by Delhi Municipal Committee. By 1942-43 the number of schools was 29. The Jail Department also organised a literacy class. Jamia was running its 29 centres with considerable Adult literature. It set up model which others could follow.

After independence the Directorate of Education is responsible for carrying on the scheme of social education in the rural area comprising 343 villages.

Footnote;

Adul Kalam Azad- Social education; A plan of action, in Bordia

Anil & Others; Adult education in India

Fifty years of Adult Education in India Central Directorate of
Adult Education,

The 116 centres (60 for men and 56 for women) conduct literacy, post literacy cultural and recreational activities and extensive programmes.

The Indian Adult Education Association with financial assistance from the Directorate of Education of Delhi undertook a study project on July 15, 1957 to assess social education programme in rural and urban areas of Delhi Administration. Delhi Municipal Committee and New Delhi Municipal Committee. Conclusion regarding teaching contents, participation of Adult, coordination problem of Drop outs were drawn. The Major recommendations were for regular syllabus and encouraging interested beneficiaries for ~~regular~~ further studies. Strengthening the services of library on the basis of centres and award of certificate like Primary, Middle to consider who had attained the standard were also recommended. A few suggestions regarding Craft Training Equipment and supplies, Recreational and cultural activities, surveys, houses visited and physical set up were made. The study also reflected general discontentment of staff members for too many programmes in hand.

The first Five Year Plan; Initiated an all comprehensive programme of community uplift through community action. The three consecutive reports of the Ministry of Community developments of 1953 and 1959 envisaged people's participation in all

developmental programmes. Such programmes provided an insight into the training syllabus of community workers, supervisors and Block level Administrators.

In 1963 the standing committee of the Central Advisory Board observed that the Adult Education should consist of stimulating a 'Spirit of self improvement and cooperation. This comprehensive concept of social education has been translated for formation of specific activities designed to carry it into effect.;

1. Imparting Knowledge, teaching better skills. practice in agriculture and health.
2. Community organisations, youth-Clubs, community centres, cooperatives.
3. Recreation and culture.
4. Activities for disadvantaged classes.

A survey evinced that a great variation in understanding social education for programme orientation, jobs of each institution and organisation made the task difficult for evaluation and monitoring the base.

In some meaningful exercise the training part of

Footnote;~

National Policy on Adult Education; Ministry of Education and Social Welfare 1974.

Social education work was considered to be fruitful mode of action to make successful headway towards the task of adult education. As such social education in the community development 1952 which reflect the guide lines upto today were basically the following:-

1. Seeking people participation.
2. Preparing mannuals of social education 1950
3. Organising syllabus committees (1959)
4. Coverage by social education of other villages.
5. Adult instruction of the members of the house.

The training programmes nutturied particularly in the forms viz.

1. Self
2. Scholastic study.
3. Responses.

The 'self' training programme consisted mainly by voluntary agencies as per the needs of the locality and augmenting future needs too. The scholastic study provided training potential for higher level administrators who had to implemented the programmes other than the field work pertaining to allocation of funds and compiling reports, to study in details tasks in other fields of coordination. The response type of training mainly dwelt on training strategies formed on specific responses from the masses

in the event of economic infrastructure, changing social values, new economic programmes, etc..

A perspective abridged above helps in visualising programmes in Delhi State and also assessing the programmes already existing in the field together with an insight into the possibilities of future programmes. The role of Government agencies and voluntary bodies is also a matter of keen study.

Adult education is now included as a regular component of the educational system and developmental activities within the framework of Ministry of Education, a draft policy statement on adult education was circulated. After the recommendation of Central Advisory Board, the parliamentary consultative committee on education, a massive programme of NAEP was launched in 1978. A provision of Rs. 2000 millions (2000 crores) has been made in the plan 1978-83. The Education Ministry, the Directorate of Adult Education, which is a National Resource Centre, is setting up an evaluation and monitoring machinery to ensure that the impact of programme is being constantly evaluated and monitored. The Directorate of Adult Education is also assisting State Resource Centres in developing curriculum according to the needs of groups. It also imparts training to high ranking functionaries in consul-

consultation with Indian National Commission connected with UNESCO with reputed institutions like International Institute of Education (IIEA Planning).

The following Institutes based in Delhi are assisting DAE :-

1. Central Institute of Indian Languages and Taraqi-e-Urdu board.
2. NCERT, its various Departments and regional colleges
3. Family Planning Association of India.
4. National Institute of Health and family planning.
5. National Labour Institute.
6. Central Board of Worker Education.
7. National Institute of Education, Planning and Administration.
8. National Book Trust.
9. Directorate of Education and
10. Ministry Agriculture.

An interview with Shri. B.R. Vyas Additional Director of Education revealed that a fifteenth state resources centre has been started in Jamia Millia campus which has so far been conducted in two Training programmes

for project officers and supervisors. It is so important to note because efficient functioning of the SLC and DRC is a sign of success of literacy centres in its area. The DRC will now see that all centres have trained instructors.

2. The types of adult education programmes which at present are in vogue are the following:-

- (i) RFLP (Rural Functional Literacy Programmes) 274 centres
- (ii) Social Education centres whole time 116 "
- (iii) Centres for deprived children in the age group of 6-14 24 "
- (iv) Evening School with whole time and part time teachers for Sr. Sec. Classes 12 "
- (v) The NYK (Nehru Yuvek Kendras) and Shramik Vidyapeetha.

There are three big libraries in each block benefitting about 2 lac people with their circulation of books.

The Central Jail also has started Negotiation with DDAE for starting classes for inmates.

The open School System has also started by the CBSE.

There have been panel discussions on T.V. of the functionaries and Administration executives of the Adults Education Department and DAE to ameliorate the standards of functional literacy in Delhi.

The Adult Education Department is also a member of High Power Development committee of Delhi Administration where various departments contribute towards mass uplift and awareness. The Directorate of Information and Public Relation publishes 'Dinil Darshan' as an appraisal of certain programmes.

A Critical Appraisal of

Since there are various schemes of Adult and non-formal Education being run by various agencies in Delhi State for varying durations, it is natural that there are several limitations to their defective functioning. It is difficult to compress all those problems in this brief paper yet broadly speaking, it may be said on the basis of first hand information collected by the researcher through interviews and observations that these problems are suffering from the following main limitations:-

1. There is still the problem of proper coordination existing among various institutions responsible for the programme of adult and non-formal education for different clientele.
2. The shortage of funds continues to remain. (The main irritation all the time, with value of Rupee going down every year.) What incentive can really be provided by the incentive of Rs. 50 p.m. to an adult education

instructor is a figment of one's imagination. How much dedication can this little incentive money buy.

3. As regards the quality and sincerity of programme run by Resource centres and similar training and research Institutions or organisations much remains to be desired. There is a wide spread of feeling that these programmes do not leave behind any real impact on the people who are trained to deliver the good in the field.

4. The verge between formal education and non-formal nature of Adult education continues to cast inferiority complex on the Adult education workers and make them more and more eliminated (alienated) from the academic scene.

5. Although in Seminars and conference so much is heard about the use of mass media-Radio T.V. Film etc. in the Adult education programme : the stark naked fact remains that in reality such programmes are rarely and barely used.

6. There is a cry that the libraries of Adult Education centres are poor. But a revealing sad fact that not 1% of the books and journals of the existing libraries are being read by trainers, Adult Educators and also so who call themselves as great ^{fans of AE. Thus there is a great} danger that the whole programme of Adult Education in Delhi is gradually and virtually becoming

more a showpiece and out of date from the point of new knowledge.

7. In the end I would like to say that the programme have not emerged from below. They have been imposed from above. And the very philosophy of their functioning faces a big question mark.

Since Delhi, the capital holds the key for the country, if Adult Education in Delhi State continues to remain a sub-standard commodity, one can imagine that Adult Education in the far off states of the country is bound to remain even worse commodity than that.

The thinking on Adult Education is based on the assumption: (a) illiteracy is a serious impediment to an individual's growth and the country's socio economic progress. (b) that education is not coterminous with schooling but takes place in most work and life situations. (c) That learning, working and living are inseparable and each acquires a meaning only when correlated with others. (d) That the means by which people are involved in the process of Development are at least as important as the ends. (e) That the illiterate and the poor can rise to their own liberation, through literacy, dialogue and action.

Some important programmes for females are also being conducted with UNICEF and for woman welfare and child care.

SHAHDARA AND MEHRAULI Blocks have now almost been organised. More emphasis is on Alipur Block and Najafgarh Block.

Dr. Baliga Service foundation and Dhartiya Gram Mahila Prashad are also doing good work as voluntary organisations. Keral Sangh and Adam Jati Sangh are also doing work worth recognition.

The present involvement in social education centres is 500 male and 1500 female.

Pending decision of the review committee and High Power Committee of the Ministry of Education. The work is being contained on 78-79, 79-80 figures. No new centres have hence been started. It is also the episode of falling back into illiteracy.

There are more female adults attending the centre than the males. Males perhaps are too tired when back from their work. Allocation for Delhi 1979-80 has been 25 lacs (non-plan 30).

No monitoring has been done for Delhi so far in financial, Administrative, Academic and Technical

and Physical aspects.

The Ministry of Education report observes :-

(1) The absence of satisfactory training and instructions and the fact that official and non-official functionaries are still preoccupied with achievement of targets rather than creation of a dynamic development oriented learning systems, is to be tested.

2. Atmosphere of cooperation to be created.

All the implementation agencies as well as various types of functionaries have to know, and must be reassured that frank and correct reporting would not be penalised.

3. The NEAE Board has however, expressed concern about insufficient commitment to the programme, particularly about the involvement of voluntary agencies. This is to be studied and appraisal formed.

The modern educational subsystem in India is now a vast undertaking with over 700, 000 institutions, 100 million students 3.5 million teachers and cost of Rs.28,000 million - next to that on defence and its chief beneficiaries are the upper middle classes who form about 50 percent of those who completed elementary education and occupy 70% of the places in secondary education and 80% in higher education. The vast bulk of the poor is still outside the system.

The gap between them and the upper and middle classes educated in modern formal school has, therefore, become even wider than it was sixty years ago. Of the two programmes of modern non-formal education meant specially for the masses viz. agricultural extension and family planning education, the former is availed of only by well to do farmers and the latter has a little impact on the poor.

The first signs of a shift have begun to appear over the past eighteen years and specially after the publication of the Report of Education Commission (1964-66). The report pointed out that education cannot be equated with the formal school and that the programmes of non-formal education will have to be developed in a big way at all stages of education if elementary education is to be made universal, if adult illiteracy is to be liquidated, if the poor and working class are to have access to secondary and higher education, and if we desire ultimately to provide life-long education to all and create a learning society.

These proposals of education commission received considerable support through contemporary international

development like the world wide debate on the Reports of the International Education Commission appointed by UNESCO " Learning to BE". This helped both partly to make up the defects of the formal school and partly to meet the needs of development more successfully.

III. Adult Education since 1979-80

Pending the Decision of the Review Committee * and the committee empowered for further sanction, no new centres were sanctioned and the work was continued on the existing pattern. The total outlay for the Sixth Plan period was Rs.128 lakhs out of which Rs.60 lakhs was to be spent on Government sector and Rs.68 lakhs on private i.e. voluntary organisations. National Commission for Education sponsoring and coordinating body for a task between Educational Institutions and the Government of India together with UNESCO got a sanction of Rs.25 lakhs of which 6 lakhs have been allocated up to 1982. Adult Education has been taken up essentially with the minimum requirement of elementary education and under the development schemes. We can visualise the various programmes of training of functionaries Seminars and Conferences for deciding strategies with the consolidated efforts of INCA Toronto, German Aid for

Footnote: * National Adult Education Programme
Ministry of Education and Social Welfare-1979.

International understanding, Bonn and UNESCO Paris of which India is Founder member with 59% aid. The Directorate of Adult Education is the National resource centre together with its academic and technical activities. The Directorate of Adult Education has been undertaking work concerning publication of prized and non-prized material for the neo-literates and post-literacy periods in Hindi, Urdu and Punjabi and other regional languages. The training of Project Officers in Delhi and Pune together with refresher courses has been a lively feature. Evaluation and appraisal of the NAEP programme together with that of monitoring and research, mostly operational and action research) has strengthened the position of NAEP in all the States resulting in specific planning for curriculum. Visits abroad and visitors from abroad have paved the path for crystallising the programmes suiting to the basic needs and making them more functional. A resource centre opened at the Jamia Millia Islamia after the 14 Resource Centres already functioning, is an added benefit to the needs of Delhi. The PCCE and National Advisory Board on education are very keen in keeping the resources of training personnels, research and evaluation activities so that Adult Education does not lose its momentum. In Delhi, Six Voluntary bodies are running their centres and the total centres run are

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around 280. It has been revealed that the delay in opening new centres is caused because of the unsatisfactory selection procedure of personnels. Some states like U.P. and Tamil Nadu are financially depressed as their own resources have depleted in the process of NALP.

Among the other aspects of Adult Education Programme the issues of training and instruction preparation of hand-books, primers, coordination of various agencies like Nehru Yuvak Kendra and local representation on the committee and sub-committees has not been very clear.

Monitoring and evaluation are the means of strengthening the programme of Adult Education. The old *ethos* regarding evaluation which scares people to show the target achieved is to be better understood for dynamism and development. Both Internal (self-evaluation or participatory evaluation) for learning from each other) and external with the help of social science research institutions like Sardar Patel Research Institute, Ahmedabad, Indian Institute of Economic Growth Delhi are to be conducted so that various comparative figures are available for further amelioration of illiteracy with determination. Appraisal studies and thereafter participation of functionaries at all levels in a seminar and on the spot solutions is a step for making the programme a success. Working Committee on AEP have brought out a four point evaluation scale i.e.

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Finance, Personnel, learning material and coordination with SAC MAC Project and Centre level. Training (Instructors and Supervisors) Programme too have been emphasised for better results.

...

THE NATIONAL ADULT EDUCATION PROGRAMME

A very important aspect of NAEP programme is that woman and schedule caste should form a major portion of the beneficiaries. Not only that but even in training centres the 50% of functionary involved should be woman and scheduled castes.

The planning Commission has asked the State Governments to budget their expenditure in such a way that the target of NAEP is achieved within the funds ^{allotted} allotted to them and they should adopt the procedure of expenditure by the working committee as envisaged and pronounced by the NBAE.

The present thinking on adult education is based on the assumption that (a) illiteracy is a serious impediment to an individual's growth and country's socio-economic progress. (b) that education is not co-terminus with schooling but takes place in most work and life situations. (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with the others (d) that the means by which people are involved in the process of developments are at least as important as the ends (e) that the illiterate and the poor can rise to their own liberation through literacy dialogue and action.

Delhi is a miniature India with complex population groups. The spread up of population is eccentrically distributed in posh colonies and slums, old city and Civil Lines, fortified areas and open suburbs. The complexities of Metropolis which provide a mixed population for target groups also provides a subject of interesting study.

Delhi attracts a large number of people to add themselves to its every increasing population. Therefore, the situations are not so static to cover within a long range plan programme. The influx of population is a big challenge for planners, administrators, executives, researchers and teachers. Meeting the needs and aspirations of various heterogeneous groups in democracy is a matter of keen observations for conceiving a comprehensive plan. Delhi is unique research laboratory.

The task force for education has been handled individually and jointly by various agencies here from time to time. The Jamia Millia Islamia, an institution of national importance took up a pioneering position both in teaching and publication of books for neo-literates and post literacy period. It was in Delhi that the educationists and social workers met together and in 1937 the Delhi Adult Education association came into being which finally held a conference here in 1938 stressing the need of an All India body of Adult Education. There is

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therefore, representation of all earlier provinces and princely States centrally administered areas, and a collective wisdom and experience has contributed a lot.

In Delhi, adult education has been conducted under various administrative bodies like Delhi Administration Municipal Corporation, New Delhi Municipal Committee and Notified Area Committees. This reflects various patterns of funds, the centres, courses and curriculum taken up from time to time.

Delhi being the capital of India, the Central Government envisages various programmes identical to adult education through the Ministries of Education and social Welfare community Development, Agriculture and Irrigation, Health and Family Welfare.

Information and Broadcasting etc. The work done by Pusa Agriculture Institute in training the farmers speaks of the success of such a programme. All these programmes need to be studied comparatively.

Delhi state is divided into five blocks for the facility of better supervision and closer attention for development purposes. These are Najafgarh, Alipur, Kanjhawala, Mehrauli and Shahdara. The latter two are mostly urbanised and are hence treated in urban schemes. The former three have been and are being from time to

time surveyed for adult literacy programmes. Although all such literacy programmes include functional activities as well. These centres get their general awareness only through their teacher (educator) and through mass media. The supervisor is incharge of 30 centres and is expected to supervise each centre at least 5 times a month to keep himself familiar with its progress. The meetings of the supervisors, project officers and some time the Administrative staff are organised for fuller assessment and appraisal of the situation.

The type of centres responsible for adult education are of various types. The social Education Branch of the Delhi Directorate of Education conventionally continues to run these schools prior to NABP programme in addition to formal education. These are about 26 in number. These schools are run as almost fulltime for adults. The adult education Department also runs schools for the deprived ones between the age group of 6-14. There are about 24 centres for about 450 children. Apart from adults between the age group of 15-40, the younger groups are also being looked after. Classes in Central Jails for inmates are also engaging the attention of the Directorate of Education, Delhi. There are two wings of Adult Education as mentioned earlier too. These two wings are financed seperately. The urban wing receives

received funds from the Delhi Administration whereas the rural wings is financed by the Ministry of Education. Crèches are in addition to centres for younger deprived children. The municipal corporation used to run its centres in the community centres. These are not functioning these days. The NEMC runs its school in its own area and most of these schools are whole day staffed schools teaching useful handicrafts. The Delhi Administration is also launching a plan to start industry based schools to give training in chalk making, embroidery, knitting, etc. to promote self employment. The overlapping is not possible in areas served by various public bodies, because STATE BOARD OF ADULT EDUCATION monitors the functioning of such agencies as are responsible for education of adults. The rural centres have a session of 10 months. The enrolled candidates are examined in the end of the session and are supposed to attain class III level achievement. The number of male and females so benefited is over one lakh. The following enrolment in July '83 were reported to the researching^{er} by the Additional Director of Education Delhi.

TABLE I

ENROLMENT ADULT EDUCATION CENTRES, DELHI 1983 (HEADING)

(Table)

62000	-	Male	} Urban
10000	-	Female	
1000	-	Male	} Rural Functional Literacy Progr
55000	-	Female	
500	-	Male	} Social Education
1500	-	Female	

There are three libraries in each block to cater to the need of rural population. However, it is felt that the net work of libraries is still below the line of other States like Karnataka and Maharashtra. The above figures of enrolment show that the entire population (including non-participants) is not covered within the fold of library service. The Delhi Administration had the target of 40,000 enrolment and 2200 against 1100 centres by the end of the year 1982.

Interviews with the Project Officers and other executive disclosed that the required number of centres could not be opened for want of trained Adult Educators.

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The Adm. Bd. did not react to the criticism brought out in the articles appeared in Dailies that the Directorate of Education does not keep a schedule and a plan of work. This is so because the cases of many voluntary bodies which have applied for opening Adult Education centres have been forwarded to the Ministry for final approval. The training for Adult Educators is of 21 day's duration and that for supervisors and project officers of 7 day's. The training is now conducted at State Resource Centre opened in Jamia Millia Islamia in 1983. Very soon it will undertake survey work too.

An Open School has been started by the Central Board of Secondary Education. It is yet in its infancy. The Education Directorate (Delhi Admn.) is not concerned with it.

However, the Delhi Education Directorate runs 12 (8 Secondary + 4 Senior Secondary) Evening Adult Schools. These are of formal nature catering to the needs of educationally deprived and who wish to study now. The first one of them started in 1966. The enrolment is around 8000. The examination results are not so encouraging and the phenomenon is being studied. But

But a drawback is that whole time teachers have been replaced by parttime teachers.

Other departments which are also contributing to awareness and functional literacy, are indirectly assisting the cause of Adult Education. In the same way under the scheme of Anganwadi 300 Nursery Schools are run in different areas which guide mothers also.

The areas selected for starting Adult Education Centres depends upon the survey reports or interest evinced by public. One of the project officers has disclosed that in some areas they face apathy and unresponsiveness from the side of the villagers and specially from village elders. They are politically biased. It was observed that the attendance of female section has been higher. Village centres are closed down due to such events as marriage of the Adult Educator or her maternity conditions.

The N.S.S. (National Service Schemes) of the University of Delhi is to be studied in the context of Universities involved in the work of Non-formal Education and students participating in it.

The voluntary organisation have been suspected of sectarian with teaching and hence not many have been considered for opening centres or they have been kept in

abeyance. But Dr. Baliga foundation services and Bharatiya Mahila Parishad are also doing commendable work. 'KAMAL' Samaj also deserves mention.

T.V. and Radio do not practically conduct particular programme for Adult Education. However a pencil discussion is now and then telecast on the progress of Adult education.

Interview with adult education supervisors have revealed that wherever centres are running with regular attendance they form a strong link in the works of adult education.

Education of inmates in Jails for their benefit and humane attitude is under active progress of the Directorate of Adult Education Delhi.

Funds and facilities for adult education in Delhi are sufficient. Still we find something lacking. The resources are scattered and these are being consumed in routine manner without making much headway. There are various agencies involved in it.

The Directorate of Education with its social education Department, the Directorate of Social Welfare and Community development through the social welfare board and block development units, the Directorate of Labour and Employ-

Employment through its big centres, the N.S.S. of Delhi University, University Grants Commission through the Balra Yuvak Kendras, the Municipal Corporation of Delhi through its community centres and Community service Halls, the N.D.M.C. through its net-work of over 150 centres with multi-dimensional activities, the Central Ministry of Education through its Directorate of Adult Education in Delhi, Jamia Millia Islamia through its State Resources Centre and many voluntary bodies like Bharat Krishak Samaj, All India Women's Conference, the Panchayat Parishads, Gandhi Smarak Nidhi, and Gandhi peace foundation, units of participatory research, the Y.M.C.A., the Bharat Adimjati Parishad, the Harijan Sevak Sangh and many other bodies with Central and State grants have on their programme a convincing net work of Adult Education covering the main city (the citizens council), the North East South-West-Delhi, the Trans Jamuna area and the outer Delhi. ✓

Alleviation of rural poverty is the main objectives of the Sixth plan. An increase in the production/potential of the rural economy is an essential condition for finding out effective solutions to the rural poverty. At the same time, recognising the constraints which limit the

the scope for higher growth rate in medium term, more direct means of reducing the incidence of poverty and destitution would have to be employed. The poorest sections belong to the families of landless labourers, small and marginal farmers, rural artisans, scheduled caste and scheduled Tribes and socially and backward classes. Households below the poverty line will have to be assisted through an appropriate package of technologies, services, and asset transfer programmes.

The strategy and methodology for accelerated rural developments included increasing production in agriculture and allied sectors, income developments of vulnerable section; skill formation and still upgrading programmes to provide self and wage employment; provision of additional employment opportunities to the rural poor for gainful employment through NREP (National Rural Employment Programme) ; provision of essential minimum needs; involvement of Universities, research and technical institutions, in preparing a shelf of projects both for self employment and NREP and in preparing strategies for scientific utilisation of local resources.

Footnote :-

(Sixth Five Year Plan' (summary) Planning Commission - PP. 17)

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Taking into account the above strategies, ~~in~~^{be} viable programmes chalked out for each district, block, and village so that the target can be achieved through all the concerned agencies for development. In other words the plan so formulated will become the framework of action for the relevant schemes of development in these sectors. A house hold, rather than individual approach may be followed, implying that the economic uplifts of the household is sought through a package of activities involving all working members, with particular attention being given to economic programmes for woman. The involvement of Gaon Sabha is important for identification of families to be assisted.

Promotion of village and small scale industries will continue to be an important element in the national development strategy particularly because of its very favourable capital output, ratio and high employment intensity. During the Sixth Five Year Plan, the programmes for the village and small industries would have the following objectives.

1. Upgrading of skills and technologies together with product oriented marketing.
2. Additional employment opportunities on dispersed and decentralised basis.

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3. Fuller utilisation of existing installed capacity and progressively reduce the role of subsidies.
4. Expanded efforts in export promotion.
5. Setting up of biogas plants and energy plantation under the intensive forestry development programme using waste land and appropriate timber species, which grow rapidly, have to be pushed ahead.
6. Research on the development of renewable source of energy, particularly use of solar energy, must receive greater attention.

Minimum Needs Programme

The concept of the minimum need programme emerged and crystallised out of the experience of the previous plan that neither growth nor social consumption can be sustained without being mutually supported.

Its components are as follows:-

1. Elementary education
2. Rural Health
3. Rural Water Supply
4. Rural Roads.
5. Rural Electrification

6. Housing assistance to rural landless labourers.
7. Environmental improvement of urban slums.
8. Nutrition.

For optimising benefits, these programmes have to be taken as a package and related to specific areas - and beneficiary groups. A sectoral approach in which programmes are formulated and implemented departmentally will not be adequate either for the overall development of the area or for bringing about the desired distribution of benefits. The need for integration is especially greater at the micro-level where the programmes are implemented.

	Targets & Outlay objective	Target by 1985	<u>Outlay</u> State+ Centre
Elementary Education	100% enrolment in the age group in 6-14 by 1990. It will be supplemented with non-formal 100% coverage of Adult in the age group 15-35 by 1990 through non-formal Education.	95% enrolment the age group 6-11 and 50% in the age groups 11-14	652+54 62+60 612+54

Total outlays for various programmes is Rs. 4924 crores plus Rs. 883 crores. A special mention may be made of nutrition to 5 million children in 600 ICES blocks and 5 lakh women to be covered by providing integrated services

of feeding, health welfare etc. The existing level of beneficiaries i.e. about 174 million children to be continued and programmes to be integrated with other social services.

A national consensus on Family Planning has to be developed. Family planning cannot be the sole responsibility of any one departments of the government and people as a whole.

A special emphasis on the crucial role of science and technology as an instrument of social change and economic change is to be effected together with considerable emphasis on the preservation of ecological balance and improvement of environment. It proposes an integrated approach to find and implement methods of redressing existing environmental problems and build up the capacity and capability for preventing or mitigating those that would arise therein future.

The dimensions and directions as envisaged in the five year plan for mass amelioration based on minimum need programme basically encompass the entire legal living of the people both in rural and urban sectors. In Delhi we have heterogeneous type of population. This population with reference to their mode of living, residential accommodation jobs and occupation, surroundings and situations, family composition, secondary means of earning to supplement their budget and many other aspects is so different within

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itself that a particular programme of Adult Education finds short of the potential (content) which a group requires with the result Delhi's Adult education/activities have remained limited to some primary aims only i.e. literacy and recreation etc.

It is encouraging to find that the Sixth Plan provides both a challenge and an opportunity to all concerned to launch a major massive offensive for a radical reform of education and society.

The trend in Research for Adult Education.

Research in adult education occurs within specific cultural conditions. This is largely effected by the availability of resources as well as the prevalent political and economic climate. Numerous and isolated pieces of research can be interpreted and integrated to express one stream of Adult Education. Most researches in India are focussed on practical problems that link individual development. It is now realised that the research question should determine the method of undertaking research and the way in which information is analysed and interpreted.

Let the principles guide as they do, that learning is an experience which occurs inside the learner and is activated by the learner. Learning is the discovery of the personal meaning and relevance of ideas. Each person has something to learn and something to teach the other.

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We can begin with the following:-

1. What are the differences between personal philosophy and social interaction.
2. What are the differences between programme goals and methods of implementing these goals.

The above statements have tremendous implication with regard to perception of the concept of motivation. The principles generally come up through experiences as relationship between university faculty and adult students. Again between the rural community workers and the peasant research on the content and behaviour that constitute interpersonal relationships, can be highly revealing.

There is an increasing world wide development of knowledge relating to comparative and international studies, Building on literature that now exists, Adult educators are evolving a body of information more relevant to adult programmes. Much research on comparative studies is required in adult education. Many of these studies will be collaborated ones, involving more than the researchers and more than one programme. Different modes of delivering educational and informational services are continually being explored. Interestingly distance education is also being increasingly used for the purposes of basic education. What are the differences in terms of the learners expectations and the

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kind of support systems required to sustain and maximise learning outcomes. A whole lot of research questions come to mind when one considers the potential.

The Institute of social and moral health* and the National Institute for development of women when asked about the adult education programme under their auspices reported that they were not engaged in adult education. But the very nature of the work and the purpose these organisation are busy in amounts to adult education in support systems and learning outcome. Although they do not directly undertake literacy work. How such institutions are indirectly promoting adult education unknown regarding the process, provide rich potential for research. Literature in Adult and continuing education is applicable to a wide variety of work and occupational settings. Adult learning occurs in an infinite number of occupational settings. It occurs at all levels of government, business and industry and through non-government sectors as well. A great deal of research is required, it seems to answer the question. What learning occurs within a given organisation under what conditions with what resources and with what results. Learning may be both intended and unintended that occurs. The question is how does it occur? It may be in military, penal and reform institutions, ministries of Health and welfare and with various industries and business. Many persons qualified in a trade are entering adult

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education to link the professional content to know how the adults learn. The methodology innovative can be studied. Whatever be the content of learning, whatever the setting, whatever the goal, the purpose of adult education is to facilitate and understand the learning process. Conceivably this is the broadest meaning that can be given to Adult Education. The plan programme and strategies of the Government of India for adult education seek multifacial efforts, multi dimensional approaches to achieve literacy standards.

The need is imperatively felt that research efforts should encourage us to examine what we think, we know and we do.

Research is being decentralised. Participatory Research Institute, Khanpur Delhi is doing pioneering work on participatory research. Ideas for research can come from many sources and can be built into various training programmes. Persons with varying experiences and levels of education can certainly be involved at various stage of research process itself. Colleagues in any number of disciplines- psychology, sociology are inclined to undertake research as 'built in and built upon' what is already known in adult education.

* Voluntary or Independent bodies working on welfare platform in New Delhi.

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The practice of adult education requires that longitudinal studies are undertaken for instance when an adult acquires the skill of literacy in which ways are such skills retained and perpetuated. What initiatives does the Adult undertake for learning, one's friends implicitly and explicitly.

Various researches units in the State Directorate of Adult education, Delhi Evaluation Agencies, State resource centres and voluntary bodies like the Institute of social science trust and other institutions are engaged in one type of research or the other. Conceptualizing and undertaking research in Adult education requires a particular sensitivity to ones surrounding. It also makes it necessary to be conversant with alternative ways of discovering knowledge and sharing it. Interlinking research with current issues becomes part of viewing and practising his profession. The Training programmes for supervisors and instructors is gradually picking up the approach.

A review of the Research Studies Conducted so far shows that the field of adult education is touched only on the verge of its programme. About 50% of the studies deal with impact, influence and affect of any kind of programme

Ref: Participatory Research - Sainik Farm
Khanpur, Delhi.

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whether literacy, functional literacy or social education. The types of programmes, social environmental and economic conditions with administrative components are conspicuous with their absence. Critical case studies of the entire programme in respect of Gujarat State, Maharashtra, Punjab in some measures reflect upon the development and progress of the programme in quantifying sense yet structural pattern study and its impact is very much warranted. Sectional studies as 'Youth Welfare Programme' are of interest in the context of TRYSI and IRIP. About 40% of the studies have been conducted on problems and needs which have a complicating effect regarding internal and external problems concerning motivation, attendance, and varying size of groups with heterogenous background. About 5% studies like 'Communication of ideas' and influence of Sant literature through Adult education can be treated as of calculable value to assess the Action/process approach to deal with emergent situation as arising in Punjab. Research work originally intends to sharpen the efforts, draw and direct and the attention to viable fields and suggest possible means to combat the embarrassing situations. Attitudinal study of the educated strata towards extension programme of education is quite meaningful to assess their initiative in adult education programme as required in the

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collective efforts toward NAEP. No doubt the studies in these measures suffer from superficial explorations and inconsequential in process but even the stray research efforts have prepared a ground for the establishment of non formal education on sound footing for reliable programmes. Methodological sophistication with regard to draw standard inferences are desirable. More experimental, correlational, evaluative and follow up studies, at times involving case study approach to probe depths are required to unearth more useful and conclusive data.

By one critical case study findings (Nanda TC) it was revealed that when women were accompanied with their children to the adult education centres, their attitude towards school was changed. The man complained of being ridiculed. The man had no time for adult education because they are daily-wage workers. In case of farmers also, it was noticed that they felt that the green revolution had made their life very difficult. The responses of adult education workers reflected initiative and personal initiative on their part. Centres of adult education needed to be spread over both rural and urban areas. Administration needed to be strengthened. It was felt that there was need to have a separate department of adult education.

Descriptive study of social education scheme in eight of the centres under the Direc. of Edu. Delhi, Sawhney R.S. Thesis M.A.

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Integrating non formal education with other formal educational systems, interdisciplinary collaborations in developing the emergent discipline of non-formal education is very much needed in our research strategy.

III. Methodology of the Present Study

For the present study "Adult Education in the Union Territory of Delhi - A critical case study, the research^{er} has employed documentation interview and observation method to collect the data. The researcher has done field observation of a number of activities of a large number of institutions and associations doing the work of Adult Education. He has investigated a cross section of the beneficiaries of the adult education programmes.

IV. Previous Studies

While a number of departmental evaluation studies on the individual aspects, blocks or projects of adult education in Delhi have been conducted in the past, so far no comprehensive survey study comprising all the aspects of adult education in Delhi has been attempted by any Researcher. The existing evaluation studies also

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Generally suffer from the traditional official blis, careless in data collection and exaggeration of the benefits accruing out of the programmes sponsored by the government and government aided agencies.

Prominant among the evaluation and research studies on adult education in Delhi are the following:-

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The Study "Adult Education in Delhi" by Dutta & Kampher (1957) is one which lacks treatment in demographical details and the type of clientele. The incidence and culmination of Metropolitan city as such could not be imagined at that time. Even the transport facilities were not available for the population in the far off villages now covered under blocks and developmental programmes. The life of the people remained isolated from the developmental activities and facilities like TRYSEM IRDP and self employment programmes. The recognition of Schedule Castes and Sah their amelioration in the form of enumerated families for housing sites, tenement allotment and land for agricultural purposes could not be discussed. Literacy and social education is today viewed as a basis for economic benefit to the masses alongwith awareness of opportunities. The study has limited itself to recreational programmes alone.

2. Brahm Prakash - Impact of functional literacy in the rural areas of Haryana and the Union territory of Delhi 1973 (Thesis Ph.D. Kurukhetra University. The study concentrates on the functionally aspect only of adult education. The general household chores which can be improved through the curriculum of developmental components on the economic side have been dealt in depth. The socio-cultural effect in the vision of the people, the population education and corrective practices which are major issues of the impact could not be elicited. The study has escaped notice of the large population shuttling between Haryana and Delhi as unskilled labourers in factories along the Mathura Road and Rohtak Road. There could be interesting details regarding the problem of Transport facilities and peoples attitude to overcome these hurdles collectively. The role of community development Deptt and their liaison with voluntary bodies or educational institutions to circumscribe the population for rearing the benefits accruing out of annual plans have not found any mention. The impact in the form of awareness towards self-satisfaction meeting out immediate need is of the sterling value. The outskirts of Haryana and Delhi are inhabited by a large and ever growing larger population of 'Mebs' or Mewatees. These people are very study hardworking and dependable. They can work with determination, are amicable and amenable with terms. They work in famrms, klins and on house building sites. Both male and female population hold similar jobs. They live in clusters of straw and mud huts and are very much interested in dairy farming. They raise additional income by selling milk. At least 50% of them are rikshaw pullers. The impact of literacy could have solved some of their problems of seeking

loan for the jobs of dairying and maintenance of rickshaws or their ownership. The fast urbanising Delhi Haryana villages provide opportunities and challenges to the unskilled labourers to become semi-skilled workers as masons, plumbers and medium scale carpenters. Some youngmen are also interested in driving trucks. Motor driving too has gained interest with mobility of population and commodity. The study by Shri Brahm Prakash lacks these crucial segments.

Sawhney R.S. Descriptive study of social education Scheme in light of the centres under the directorate of education Delhi 1958 (Thesis M.A. Delhi University)

The study revolves round some rudiments of education, although essential, like pupil (participant) teacher ratios, attendance in the centres, role of supervisors and inspecting teams, the overall curriculum and duration of holding the centres, transfer of instruct and local interference. The study could not penetrate deep into the versatile objectives of peoples involvement deep into the versatile objectives of peoples involvement on the pattern of Chetna Kendras in Bengal where social education instills creativity and realisation on cooperative basis. No doubt the structure of Educational administration in Delhi has been such that personal initiative of the functionary is very much limited. The bottlenecks are often the results of such procedural charters that a liberal approach is confiscated and and sometimes throttled resulting in routine work. The study is not permeated to such openings as peoples own estimate of the self, group discussion on common problems. Gram sabhas and their compassionate attitude towards the Centres: Centres have shown their existence will no prominence in the area as otherwise should be. The deserted Chaupals, the uncovered open verandahs with no-light or dimlights, could not prepare enthusiasts and produce invulnerable clientele. The study without a sociological base and historical background appears smashing against hard-rocks of Tughlakabad, The findings have not suggested in the curriculum the study of old monuments around the area of the Centre. The need is that curriculum is designed according to local environment and general life of the masses.

Luthra S.K. Study of the working of Social Education Scheme in the Kanjhawala Community development block 1961 (Thesis MA) Delhi University.

The study provides glimpses of western rural Delhi. Ever since the construction of Kanjhawala embankment, the position of floods has considerably been controlled. The Chief Occupation of the people is agriculture. A fast improvement in the education care was effected after Delhi being declared a metropolitan city and the Union Territory including villages received the attention of the politicians who were committed for improvement of their constituency. Zafarpur

and Hirankudana villages of this block were promptly selected for projects on social education being the polling stations of erstwhile Delhi state and Metropolitan council. The study could have been quite useful had it taken a comparative position with other blocks. This gap is being now covered partially by Nehru Yuvak Kendras. As the study was conducted much before 1973 i.e. before the initiation of Nehru Yuvak Kendras - the philosophy as enunciated by Govt. of India with Unesco collaboration. Contained in my study (Nehru Yuvak Kendra Alipur Block) the study could concentrate on a few Social Education Centres run by the Directorate of Education. The peripheral achievements of these centres appear to be limited only to attract the Adults between the age group of 16 to 35, most of whom joined the centres only for recreation. Exceptions were seen where the instructions - Being whole Time Employees - Worked whole heartedly and the illiterates could rise to the position of sanitary inspectors. Shri Neki Ram Gupta, the then Deputy Director of Education highlights the achievements of this era in terms of formal standards. The author Shri Luthra should have drawn an estimate of population aspiring for higher achievement in education. The picture has now henceforth changed and the Adult Education schools of formal teaching ~~sort~~ which stand concentrated in Urban Delhi could have been established long back at least one in each Block of Delhi. The female population could not be benefitted by these centres to the maximum partly because of social taboos and partly for lack of facilities as are available now in RF TP programmes.

Sethi S.P Study of the adult literacy programme for workers of the Delhi Cloth Mills Delhi 1958. Thesis (M.A.) Delhi University.

As a gesture of good will and welfare programme for the employees, the Delhi Cloth Mills were conducting literacy programme for their workers. Most of the workers who formed the clientele of literacy classes were drawn from the villages of Western U.P. who came in search of some job around Delhi. These literacy classes were not organised classes in a particular place but were often conducted by senior worker colleagues for their brother co-workers in the main entrance hall. A positive result of these classes was that regularity could be maintained in attendance due to their fellow instructors. The former had regard for the senior aged workers. Either the freshers were Kith or Kins of the old workers or their familiar inmates. The other reason for the attendance was shift system of work Near Roshnara Road, and Clock Tower popularly known as Ghantaghar some missionaries were also conducting classes. The pattern of classes did not differ much except that Delhi cloth mill workers often relapsed into illiteracy if they were on long leave for their home towns and returned exhausted, physically and financially having

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performed social obligations. The study leaves much for case study of some workers with their job satisfaction and future prospects if some literacy standard was acquired. The administration although considered promotion from amongst the already working workers and due weightage was given for their credits in the service period. This worked as incentive. The trade union pattern of workers education was not introduced. The INTUC and Shramik Vidya peeth facilities were not anticipated. Actually speaking the long hours of duty and short gap in between the shifts made literacy an enchanting experience for the workers. The need of post literacy material for adults has now been felt and SRCs are working over it, but in those days of 1958 the magazines provided Quia or Pahelis in which the workers were most interested. The Geeta Press Gorakhpur also provided enough material for the neo-literates.

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Signature ?

C H A P T E R - II

Strategies of the Implementation of Adult Education Programmes

In October 1979 the Government of India had appointed a committee headed by Prof. D.S. Kothari to review the National Adult Education Programme. It touched upon the most important aspects and issues as necessary pre-conditions for organisation of such programme.

1. Political commitments.
2. Need to complete the programme in the shortest possible time.
3. Careful planning.
4. Flexibility and decentralisation.
5. Review and evaluation .
6. Organisation of the programme as a movement.

Adult education being covered in the minimum need programme and included in the 20 Point Programme, time schedule, has been indicated as 1990.

The goal of reaching 100% literacy by the year 1990 necessitates that the programme assures the dimensions of mass movement involving all sections of society in the task of eradicating illiteracy. In terms of numbers the people to be covered, is so large that unless mobilisation of all resources-human financial

is done, the problem of illiteracy may continue. Further it is essential that all the department Ministries engaged in development tasks make it obligatory on themselves to introduce literacy/adult education for their illiterate clientele (groups). There is much apathy or loss of mobilisation among the Departments. The Development Commissioner Mr. Bajpayee routed the letter of the researcher to additional D.E. Adult Education for ascertaining the progress whereas it was meant to gain substantial knowledge on the programme which had potential for post literacy curriculum, steps to start literacy centres, taking up enterprises by people, single handed or in groups.

(Letter 6th June 83 from Dev. Commissioner-Delhi)

The Director Public relations apprised the researcher in an interview that Adult education did not come in their purview. The department only dealt with compilation of news. But as a media this department can also do a lot to highlight the needs of people and the possible sectors where adult education programmes can fruitfully be launched.

In short a large scale involvement of the students non-student youth, voluntary agencies and all public and private undertakings functioning in the social services sector appears necessary without whose co-operation the

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the goal may not be realised. This calls for a substantial stepping up of the level of performance with community participation on a mass scale. Above all it is important that the Programme should be realistic in approach.

The failure lies in making a programme too much assuring.

1. Philosophical thinking as 'making a man to derive the best of his potentialities, take decisions independently and involving in so much of secretarial practice should be abandoned forthwith. These forums exist for self satisfaction and with no concrete results.
2. A comprehensive programme on electoral area or census ward wise should be designed keeping in view the priority section.
3. Too much is being spent on Administration expenditure. Not even 10% goes to the beneficiaries let the project be an independent unit directly responsible to the state.
4. A compliance on war footing is necessary with result oriented efforts. A qualitative upgradation of the programme is necessary. No matter if some stringent regulations to procure public participation are laid down.

5. Publicity of the existing programme, where ever it are participants may immediately report owing to their needs like 'Nutrition' and Centres' be undertaken in fullest spirit of a 'national programme'. The advice given by the Central Advisory Board of education in its 39th meeting held on June 6 and 7, 1983 has therefore, to be vigorously pursued.

The Board notes the enormous magnitude and complexity of the task ahead. Point 16 of the 20 point programme has laid down the goal of covering all the adult illiterate in the age group 15-35 by the year 1990, ~~where~~ In the first three years of the sixth five year plan about one crore have been covered.

It is equally important that the learners do not relapse into illiteracy. It is also very important to make retrospective studies as to who was taught, what section of population got literate and continued its effort to keep up the skill of literacy alive within them. This should be separately calculated for further extension programmes outside the adult education centres. The public libraries can own this responsibility. The network of ~~libraries, can own this responsibility,~~ will have to be strengthened. It is here that every panchayatghar, every primary school, every samiti every group of 100 houses

will find a reading room or at least a news paper stand like a telephone booth or Kiosk at the street crossings. The location of a letter box will be admiral by a small library. This care is not difficult to operate. The postman coming for the clearance of the Dak will replace the old material with ^{new} ones. The upkeep of these corner reading rooms is by no means difficult. In fact the mass movement will enjoy this enterprise. This will be an effective way of follow up with special emphasis on post literacy and continuing education. For implementing the programme in right earnest and to decide on strategy of implementation one has to take a more critical look at the problems and inadequacies which need to be overcome. No matter even if some projects are to be covered on contract basis with desirable results.

The surveys of target population can be conducted by Government bodies as for preparing electoral rolls and census charts. The magnitude of the situation can be assessed, norms and guidelines fixed and right out tenders can be invited to complete the job 'literacy of the desired standard' within the specified period. By and large it is assumed that the results will be encouraging, competitive in spirit, qualitative in presentation and effective in utility sphere.

As mentioned earlier the strategies ~~become~~ become wear when we discuss too much about the philosophy and idealism. The adult education programme is covered within minimum need programme and as such it is need based. We have to be very pragmatic and practical in approach. The approach is by no means commercial but sufficiently time bound and result oriented.

The Prize Essay Competition~~ar~~ for example are aimed at arousing the interest of people, or concentrate their attention on a certain topic. Yet the motivation of earning or gaining something tangible sustains the attention of the writer to be serious and careful. He tries to present logically, systematically and within the prescribed size of numbered words.

Contracts and tenders for them will certainly play a vital role in realising the cherished goal of 100% literacy. An advance out of the total outlay as prescribed should be made available in the beginning and the balance in stages. The evaluation work will go on simultaneously.

We all know and have seen that the entire job of polling of votes, counting and showing the result is conducted by a higher team of workers in the most disciplined ^{manner} ~~matter~~ within the schedule.

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If a vote is prepared for a voter spending so much on stationary and administration it is also obligatory on the part of the voter to come and cast his vote if he is a true citizen and not waste it in idleness. Similarly the citizen is expected to make use of the facility of making him literate.

Popular participation of people has come to be accepted as an important socio-psychological ingredient in individual and Community development. Participation with a sense of commitment and responsibility to others, as a motivational ^{service} basis for personal and community change. Local participation can bring useful locally based information and local interests into the decision making process, and it can reveal and tap previously unrecognised managerial and leadership talents. This is supported by a joint 'UNICEF' and 'IAD' study in 1975. It is more appropriate to think of participation in terms of what, who and how, dimensions. The degree of participation and involvement of the people will be determined by the model and style of development a country selects.

Education has a very crucial role to play in the empowerment process. It can act as one of the major factors in stimulating and sustaining the process of development.

Whatever the label a society uses in a particular context, whether it is adult education, nonformal education

out of school education, continuing education total education life long education, community education, its role should be to enable the people to develop skills and capabilities which increased their control over decisions, resources and structures affecting their own and ^{their} lives.

Problems and Inadequacies

As discussed earlier the learners are required to be conscious of the enormous programme and large scale facilities provided for them. The evaluation studies conducted by external agencies reveal that participation of learners in the programme on a continuous basis for the 10 months duration is not easy to secure. The visits have shown that average attendance is not very encouraging. Some profiles of centres can be seen appended in the end that sketchy attendance sometimes dwindles the faith of the instructor, the small number of participants feel lonely and deserted wishing every moment their learners company. This clearly shows lack of motivation among the learners. Of all kinds of motivation, the material motivation quickens the process. Out of Rs. 150 per learner as envisaged even if Rs. 3/- p.m. i.e. Rs. 30 for ten months are reserved for a regular attendance, the attendance will improve considerably. In woman centres of economic yields, the products of raw material produced by the participation like scarf or

or sweater may be given as a present from the centre if the centre is on the credit side of earnings. This is a kind of Bonus to the learners and as such they may show their affiliation to the centres as their own.

The All India Adult Education Association conducted a seminar on 23 and 24th June, 1984. The speakers from their field work experience and actual work done at the centres brought out the conclusion that a thorough involvement of the learner and the instructors both in purchase of raw material production sales, savings, supervision of quality, satisfying the worker for earnings in proportion to the time consumed leading to management, keep account and explaining them to keep up the basic literacy skills etc. are very important for motivation. The fresh instructor should acquire a practical training by working and associating himself at such one centre and by gaining experience he should strengthen the charges of his centres. A great deal can be learnt by visits exchange of views and observations made. The main points are: Motivation, sustaining motivation and their personal involvement of the instructor. Other than economic aspect the literacy aspect can also be supplemented by asking them to give their own suggestions, chalking out programme for non-earning learners, writting letters placing and obtaining orders, narration regarding

opportunities in after education at centres. The learners will motivate other learners by preparing greeting cards at the centre. The programme of adult literacy seeks coordination with development departments and agencies to make the teaching learning process interesting and effective. In the areas of awareness building and functional upgradation such a co-operation from several development departments is absolutely necessary which is not presently available in the desired measure. The Bombay city literacy association has a rich programme about it. The project officer maintains a liaison with health department who are seeking the clientele (the audience). The association provides them listeners and the learners in turn get special coaching or catch the developmental means expressed by the visiting speakers. The folks can be arranged for the centres by co-operative societies and other government departments with the aim of arriving at some feasible income generating activity. Some bodies like Y.M.C.A. are doing the jobs of intermediary to create confidence and stability in the centres with regard to marketing.

Footnote :

Deliberation in two days workshop on education of women organised by IAEA, 23 and 24th June '84 Dr. Mridula Seths pap

Deficiency in the training of functionaries

The field functionaries engaged in the adult education programme at the AEC level who are responsible for running the centre are generally less qualified and they need to be ~~oriented~~ acquainted with concepts of adult education and philosophy, and approach that ought to be followed in organising the activities of the centre. They, therefore, need to be oriented properly in the skills necessary for running the centres. Almost all the evaluation studies have shown that the training of functionary has remained a major weakness in the implementation of the programme. The main deficiency in the training programmes relates to lack of attention given to the content of training programme, the methodology used for training and the duration for which it is organised. There are instances from the studies to show how income generating activities can be both an entry point and an end product of an adult education programme benefitting the learners to enhance their income. The training must emphasise the motivation aspect. The problem of motivation is the most critical for rural areas of agricultural labour or the poorest of the poor with no resources. For this group adult education is a crucial need. Standing on the periphery of all development programmes, lack of knowledge and awareness stops

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~~steps~~
 steps one from making use of facilities available around him. It is the rural group that the programme fails to reach in large number of activities.

Relevance of Teaching learning material.

With the expansion of the programme every effort has been made to decentralise the process of implementation. In the field of materials preparation, this decentralisation is considered most essential, specially because the materials have to be locally relevant and have to suit the needs, interests and requirements of the learners who attend the programme. It has been observed that such decentralisation has not been achieved although the efforts are continuing in this direction both by government and voluntary agencies. It is clear that each programme should be a response to its particular environment and that accordingly suitable methodology is to be used in conveying the contents.

Insufficient emphasis on Post literacy activities :-

It has been observed that wherever the programme of 10 months cycle is over the organisation of post literacy and follow up activities is not simultaneously initiated. The main difficulty in the past has been of lack of understanding of the J.P. Naik Committee Models and consequent

Y.M.C.A. Parliament Street Development programmes in rural areas

delay in finalisation of proposals with respect to the post literacy work. Some headway has now been made and proposals of many states/Union territories have been finalised specially in relation to the centrally sponsored schemes but similar efforts under the states auspices is found lacking. For the functional impact under the post literacy and follow up phase, the coordination and development departments become very crucial. The departments should have at their disposal different openings and outlets of economic activities for the learners or literate adults. This is not available in adequate measure and efforts will be needed to ensure their availability. Although financial provision has been made to conduct such programmes yet it is found difficult to get ready the necessary infrastructure and organise the programme. Some voluntary bodies like YNCA are now in the process of making craft training skill development classes more realistically attuned to demand of the market by exploring production of items as detergent soaps, candles, wares which would be sold locally. Special refresher programme for the training of continuing education workers and other functionaries involved in the post literacy and follow up programme and preparation of wall news papers or periodicals specially prepared for non-

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literate need be encouraged. But these should be associated with economic activities or income generating units. The goal of post literacy and follow up programme should be to establish permanent centres of community activities so as to help them in pursuing life long learning. A strong library/reading room movement would go a long way in meeting this need.

The institute of social studies has been working on a research study on adult education for women for the past two years for DEE/Ministry of education and Culture. The study which is nearing completion is based on analysis and evaluation of the programmes of eight organisations⁵ working in the area of Adult Education for women. The objective of the study was to focus on different methodologies used to motivate adult women to seek and absorb education for their own betterment.

In the course of ISST Study as referred to earlier it was noted that in programmes relating to the category of women/men in rural areas employed mainly in agriculture usually are underemployed in terms of income per unit of time as well as days per year, emphasise conscientisation leading to economic gain equally for men and women. The usual problems of overwork, lack of time are not evident in these programmes which take on a priority over household work. Social constraints preventing women from participating

in the programme are not evidently, ^{and} the entire work is seen as common activity for collective goods.

This is a long term strategy which has been successfully adopted by N.G.O.'s who have been working for several years with a particular group.

However, for a government programme working within a time bound and result oriented framework, employment generation in one way to ensure larger participation in adult education keeping in the mind the differential approach, needed for different categories of learners.

Supervision

The hilly areas and areas having scattered population pose special difficulties in relation to supervision of the centres. There is a justifiable demand from states like Jammu and Kashmir, Meghalaya, Nagaland, Arunachal Pradesh, Andaman Nicobar Islands, etc. regarding reduction in number of centres for visit by the supervisors. There should be some improvement in their TA/DA and similar other provisions based on quality of work while the general response of the women learners in certain states is not discouraging there is a difficulty in finding lady instructors with suitable qualifications for running the AEC, specially where non-availability of transport becomes a problem.

Services of girl students in the colleges, specially of the first and second year Home Science colleges, volunteers under NSS, personnels of the ICDS, IRP, IEP, DPAP. Small farmer's training centres and extension training centres etc. may be utilised for women's adult education programme. An effective administrative structure at district & block level is very essential, especially for women centres.

Inadequate Community Support

The local community where the centre is organised is not generally involved in the work related to adult education and it does not show active interest in the running of the centre. Sometimes the spouse or guardian grumbles over the type of work and its utility. The views of the local people leaders should be entertained and the feasibility of the programmes be emphasised. There is no harm in changing the pattern of material according to suggestions gained from public.

Incomplete coverage

The monitoring report indicates that even though numerous agencies (governmental and non-governmental) are involved in implementation they do not necessarily send monitoring information to the next level. In the

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context of Delhi it bluntly exposed that the statistical figures are not complete for want of reports specifically in data from the voluntary organisations. With the result actual coverage through the programme is not known. In this context the colleges, universities, the NYA and some VAs pose difficulties. Some stringent regulations are very necessary to be imposed. College authorities pose to undertake the programmes with a larger manpower skill, funds, time, material, library facilities and display material (as evinced by the Principal of Janki Devi College Delhi University) but the end product is nothing. Most of programme is of supportive nature and does not inculcate among the beneficiaries an awareness of participation. The coverage through the scheme CBWE, ICDS, etc. have also been included for giving a real picture about the implementation of adult education programme. Further the agencies responsible for monitoring the programmes have to bear greater responsibility about the authenticity of information supplied. The population coverage should be correspondingly correct with the figures provided by census department. Monitoring and evaluation staff will have to work out the mechanism to determine the reliability of data. In addition, the feedback system has to be more responsive at all levels.

Some Sugrestions to over come the problems and inadequacies :

In order to overcome the problems and inadequacies some suggestions are made which would be considered for achieving the goal 100% literacy reliable alongwith achieving the purpose of adult education programme.

(1) Motivation of learners and workers :

Sustained motivation of millions of learners to participate in the programme and involvement, for mutual benefit, of a vast number of educated persons is a task of crucial importance. Lack of motivation among the learners is a handicap in the programme. A climate for promotion of literacy and an environment conducive to learning has to be created. Appropriate linkages with schemes having economic advantages like IRIP, LRDA, TRYSEM, NRIP, SFDA and ICDS for the learners are to be developed.* This should form a syllabus for the training of supervisors and project officers. This would not only improve the quality of the programme but also give the learners an opportunity of benefitting themselves from the existing schemes more meaningfully. The functionaries of other developmental programmes like the VLW, Gram Sevika, Yuvak and Mahila Mandal CINI etc. could be regarded as carriers of adult education programmes. Motivation of a learner is

*. Directorates of Social Welfare and Village

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greatly reinforced when his progress in learning is visible to him, as also the benefits likely to accrue. The explicit support of the government and political parties and the involvement of mass media influences the environment for learning. In Delhi the Delhi Doordarshan is very inactive and indifferent to adult education activities. The Deputy Director for programmes was reluctant in an interview to give any details regarding a schedule of such programmes. The programme executive too admitted that there was no such programme either prepared or sponsored for such programmes like literacy, awareness, income generating scheme etc. The Audience Research Unit of the Doordarshan could not give comprehensive table to assess the percentage of such programmes either incidental or on weekly basis. Motivation with the following view points can be useful:-

1. Motivation for learning through conducting other educational activities i.e. invitation card.
2. Leadership training - Election of office bearers.
3. Social Issues - Developing a script on immunisation, dowry.
4. Economic games - 1. Substantial income supplements
5. Self development - 2. Social interaction.
6. Management skills - Communication skills.
- Acquire skills in basic accounting, determination of wages by quality of work.

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- | | |
|---------------------------------------|---|
| 7. Motivation for better skills. | - Through competition. |
| 8. Quality | - by transfer of appropriate technology, weaning foods, biogas. |
| 9. Cooperation | - Contribution of 2 % toward the welfare of society, tolerance. |
| 10. Involvement with other programmes | - Common interest cohesive group
Camping and excursion. |

Adequacy of light and other facilities, attractiveness and relevance of the contents and instructional materials, treatment by the instructor of the learners as equals and organisation of interesting programmes of discussions and culture, sports activities will go a long way in paving the path for motivation. These can be realised through local cooperation. The supply of fertilisers, health care, discussion by Patwaris can also strengthen motivation. Other factors valid for motivation are:-

1. Opportunities for personal advancement of instructors and supervisors.
2. Reverence by the community and implementing agencies as equals.
3. Timely release of funds.
4. Priority for exercise of individual initiative and making locally relevant modifications in the programme.

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Imaginatively organised promotional activities can significantly contribute to the success of an adult education programme, for instance troupes of performers of songs, dance and drama could create climate for it. Some funds can be set aside for these developmental activities.

Training

In the training programmes organised for senior personnel the significance of following appropriate content and methodology and organising it for the recommended duration has to be emphasised so that the knowledge and skills necessary in running the programme are appreciated and understood by the subordinate cadre functionaries. Methodology adopted at workers education* training centres are also relevant as the worker teachers are drawn from amongst the workers and class A, B, and C. Training are provided using different methodologies. Workers population is not of generalised standard but by and large stratified pertaining to their nature of job and hence their recruitment requirements.

Teaching learning material

A review of the teaching learning materials in use in different projects and their relevance to the needs of learners should be done and wherever such materials are not available State resources centres in consultation with

* Central Board of Workers Education
A-13, Panchwati, Azadpur, New Delhi.

the State Department of education should prepare such materials. Some voluntary organisation of repute and standing with a membership of experts can design material keeping in view the language factor which is a conveying media.

In the post literacy stage as suggested earlier the neo-literates from the first phase of the programme need to be contacted through well planned activities to promote their learning and prevent their lapse into illiteracy.

Involvement of women

We have a bigger number of female centres both in urban and rural area of Delhi. However, the number of female beneficiaries is less owing to urban character of Delhi and the male centres in urban area compensate the number of rural area so far as state run centres are concerned. An overall picture emerges that women participants are in the ratio of 3 : 1 (3 women and 1 man).

The current coverage of women through ARP is around 41 percent on all India basis. For involving them in the programme on a larger scale, a special scheme of incentive and awards, particularly for the centres predominantly inhabited by scheduled castes and treated as educationally backward may be introduced. In Delhi Dr. A.V. Baliga foundation and Gramin Mahila Parishad being voluntary bodies ICDS and centres run by social welfare board are involving woman population to the fullest strength.

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A national committee should be set up with representatives of all major women's organisations to promote the campaign. As elaborated in the sub section of motivation all the ten points are to be covered to bring women participants within the fold. Better community support in the running of centres can be secured if the community has a say in the selection of instructors and day to day management of the centre.

Need for concerted drive:

The State Government need to be advised about the necessity of providing higher allocation for adult education and also to see that they are not diverted to programmes other than adult education. The state and Union territories should draw up operational plans indicating yearwise, district wise and programme wise targets, financial requirements and strategy of achieving the targets. Details are necessary to be drawn up and followed carefully.

Centrally sponsored schemes* should run to the maximum and constant check on irregular attendance and drop-out is a must. Preparatory action should always be made in regard to identification of block/areas having low literacy rate and identification of instructional and supervisory personnel too. The proposals for sanction of funds for the purpose of administrative structure may be formulated in accordance with the approved financial pattern of centrally sponsored scheme.

Adult education through universities and college supported by Central Government should be such as would enlarge the programmes substantially. The basic character of the centres should be functional literacy and not social service of supportive nature. Similarly the present effort of NYK in taking up programmes of Adult education within their respective areas needs to be expanded with regular monitoring and evaluation. It is here that a large number of scheduled caste and schedule tribes can be enrolled for adult education programmes.

The monitoring system should also be able to indicate the number of persons who have really benefitted from this programme i.e. in terms of those who have successfully completed the adult education course and have started taking advantage of the follow up activities, even to the extent of engaging themselves in income generating activities. The authenticity of data should be verified.

The financial pattern recommended by the Kothari 1 Committee and considered by the empowered committee to consider the recommendations of AEP Review Committee are to be implemented. The scheme of prize competition of Books for neo-literates be vigorously implemented so that it meets the need of post literacy phase in the years to come.

* NAYAR D.P. Mobilisation of Government Resources for Adult Education, Naya Shikshak April, 1971.

1. Kothari Committee Report on Adult Education, Min. of Education 4981.

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The National Resource Centre (Directorate of Adult Education Ministry of Education should be empowered to issue guidelines to the State Resource Centres. Its technical staff may be deputed for or should conduct training of the present staff in statistical compilation and data analysis. The State Resource centre is to perform a two fold task, keeping up an All India Standard and serving the training and learning material needs of the State. It should be accountable both to the Centre and the State. A schedule of work for the year must be planned and a bulletin of achievement be brought out quarterly. SRC is also expected ^{to} collect reports from other developmental agencies working for adult education as one of these components and communicate the figures to the State so that a collective image may emerge.

F U N D S

To reach the goal of 100% literacy by 1990 about 110 million adult illiterates will have to be covered under adult education programme. About 10 million illiterates have been covered. The coverage during the remaining two years of the Sixth Five Year Plan is expected to be 15.5 million. The remaining 845 million illiterates will be required to be covered during the 7th Plan in order to reach the target upto 1990. Delhi will operate centres for another one lac illiterates upto 1990.

As against an expenditure of Rs. 15.29 crores during 1982-83 a provision has been made in the central plan for 1983-84. This includes 15.30 crores for RFLP considering the expanded work through voluntary bodies and for post literacy essentials. It is interesting to note the all India figures of expenditure to develop phased programmes for Delhi. For the year 1983-84 an outlay of Rs. 36.84 crores exist.

Year	No. of Adults covered.	Amount In Crores.		
		Central sector	State Sector	T O T A L
1980-81	2.6 million	6.08	9.28	15.36
81-82	3.1 "	8.92	10.68	19.60
82-83	4.3 "	15.29	13.84	29.13
83-84	5.2 "	20.00	16.84	36.84

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As per operational Plan in Delhi.*

		Total outlay	150 lakhs for entire Delhi.
Achieved	Year	Enrolment - 000	Expenditure
	1980-81	1715	19.77
(22519)	81-82	23000	25.00
(29679)	82-83	30855	27.49
(40049)	83-84	45000 (Actual Target)	48.00
	84-85	54000 Expected Target	56.00
			178.26

As per operational Plan for eradication of illiterates by 1990 it is proposed to cover 9.00 million adult literates during 1984-85. Out of the total provision of 128 crores included in the VI Plan about 100 Crores would be utilised on the basis of expenditure incurred and

* Delhi's Sixth Five Year Plan, Planning Deptt. Delhi Admn.

provision made for 1983-84, Rs. 18 crores will be left for 1984-85. An amount of Rs. 90 crores will be required for achieving the proposed coverage 9 million learners in 1984-85, at the rate of per learner cost of Rs. 100. In addition, fund will also have to be provided for various other schemes.

1. Strengthening of Administrative structure.
2. Grants to evaluation agencies.
3. Directorate of Adult Education.
4. Sramik Vidyapeeth.
5. State Resource Centres.

The Additional funds required for 1984-85 will be Rs. 100 crores.

The review Committee revised the estimates as Rs. 104.00 per learner to Rs. 150 per learner.

The total cost of the programme, the object of which is to cover effectively 100 million persons will be approximately 1500 crores. This estimate of the AEP Review Committee does not take into account the requirement of funds on certain items such as support for the traditional and folk media, child care centres with women classes and the special needs of the handicapped. The entire amount of Rs. 1500 crores shall have to be provided in Central and State Plans. It would

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be advisable to specifically earmark the provision for adult education in other sectors. Additional funds are required for organisation of programmes in Tribal, hilly and desert areas as well as in priority groups.

Break up for the Entire Programme.

(Rs. in crores)

Existing Provision for VI Plan 1980-85)	128.00
Additional Requirement for VI Plan)	100.00

Funds required for Seventh Plan.

1985-86	172.50	
1986-87	210.00	
1987-88	255.00	
1988-89	307.00	
1989-90	367.00	
	<hr/>	<hr/>
	1312.50	228.00
	<hr/>	<hr/>

Total for Sixth and Seventh
Plan - 1540.50 crores.

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The Review Committee recommended creation of an efficacious and decentralised administration, provision of needed resources and harnessing the best talents available to improve the quality of programme.*

* Out of school Youth (age group 15 - 21)
in Education for our people- A policy frame
for the development of education over the next
ten years - 29.30.

CHAPTER - III

The Adult Education Curriculum

In view of the metropolitan complexion of territory top priority is to be given to the provision of basic civic amenities like power, water supply and sewage, transport and communication, urban development etc. An equal emphasis is to be given to around improvement of the quality of life, specially in the rural and backward areas, resettlement colonies, Harijan Basties, urbanised villages etc.

In order to help the poorest of the poor living in such areas/ colonies, the emphasis is reflected in the big enhancement of the outlay of the schemes included under the 20 point programme of the territory. Planning Commission has approved the highest ever outlay of Rs. 289 crores for the year 1984-85. This would include Rs. 113 crores for the implementation of the 20 point programme.*

Besides, the policy frame for the seventh Five Year Plan is also being prepared by a working group constituted by the administration. The seventh Plan formulations are being kept in harmony with the second Master Plan of Delhi which is nearing finalization.

* Delhi's Five Year Plan, Planning Department, Delhi Administration.

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This takes into account the long term projections of needs and demands under various sectors till the turn of the century. Due to this intricate and complex exercise there is a pleading from various forums for the early implementation of national Capital Region Plan, which is a sine qua non for solving the seemingly intractable problems of Delhi.

2. The Administration has given great emphasis on the setting up of small, cottage tiny and household industries which do not pollute the environment, required less space and small investment, do not have much demands on power, water and transportation system. Likewise emphasis has been laid on technical and professional education which will cover functional literacy curriculum too. The objectives have been:-

1. Making Delhi a Productive Centre.
2. Generating self reliant employment opportunity on a big scale to absorb the progressively increasing work force.
3. To raise the people above the poverty line by enabling them to start income generating employment.

The number of industrial units, as a result of steps taken by the Administration increased from 50,000 in 1982-83 to 55,000 in 1983-84 and the total production during the period has gone from 2350 crores to Rs. 2600

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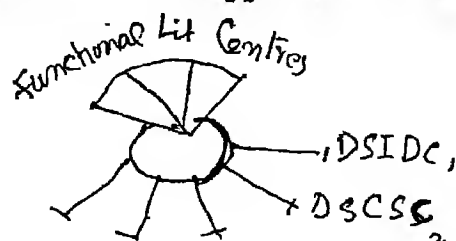
and the number of those employed has likewise increased from 4.8 lakhs to 5.5 lakhs. The mass media is expected to high light these achievement by spotting out the exact location and holding interviews with the people narrating their progress in their own steps so that the functionality based programmes may gain impetus. These film stripes can be shown in functional literacy centres or for the beneficiaries collectively.

To help the prospective entrepreneurs, one window service was started at the Directorate of Industries, Karimnagar and Okhla Industrial Estate and entrepreneurs were given assistance but this required a wide publicity through the Adult education units.

New Directions

To give a boost to the Khadi and Village Industries a statutory Khadi and Gramodyog Board has also been set up. Loans up to Rs.5,000 are being given to such units on personal bond without any surety and to facilitate marketing 96 outlets of super Bazar, Khadi Commission Sale Depot of the DSIDC (Delhi State Industrial Development Corporation) and the Delhi State Civil Supplies Corporation are being made use of. The opportunities can be.....

(Diagramme)



projected through the literacy/functionality Centres of various implementing bodies/Agencies. Various departments should bring out small brochures containing opportunities and send them regularly to the Director of Public Relations * who in turn can compile them into a guide of opportunities but loose-leaflets can directly be distributed in the centres. This practice can be a motivational force to attract more learners. Complete addresses and name of the key person to be contacted is an added pre-requisite.

A trade centre has also been opened, which is the first of its kind in Delhi to enhance the sale of Industrial goods in the country and international markets.

The work on development of 3000 industrial plots at Narala, Patparganj and Badli was accelerated. The research study is of the views that the functional literacy centres or the projects in themselves should be Mini-Employment Exchange where people on the road can register themselves for gainful opportunities. The contact will be through the functional literacy centres. 571 flattened factories at Jhandewallan are now ready for allotment. All these scheme would provide employment to 70,000 persons. Additional 100 acres of land for carving out 700 plots is being developed at Patparganj, whereas 270

* Information Booklets prepared by the Directorate of Public Relation, Delhi Admn.

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plots have already been developed at the functional Industrial Estate for Electronics at Okhla. In the curriculum of functional literacy and post literacy, map study should constitute an important ingredient of the syllabus. Know your Delhi-Every centre should be provided with a big size map of Delhi clearly showing the main areas, colonies and perhaps bus routes too. The location of training centres be marked clearly. The instructor should be in a position to draw another map 'outlines' on another big sheet of paper and describe the desired details.

The prestigious Tool Room and Training Centre which was riddled with problems till last year is now functioning in full swing.

A testing laboratory for domestic electrical appliances has started functioning at ISBT and weight and measures laboratory at Wazirpur.

The administration has taken special care to ensure that enthusiastic women entrepreneurs are given due incentive. Reservations have been made for them with 5% (Minimum) in all the future Industrial Estate. As at Roni Jhansi Road flatted factories complex, they will be given reservation to the extent of 10%. This is being done as this complex is in the heart of the city and most market places are nearby. The future employment possibilities

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be ascertained from the entre-preneurs to project and estimate future employment potential.

The areas covering labour-camps with Mines of the kind of Bhatti Mines can be studied for labour problems. The details can be of interest to the workers. Bhatti Mines were reopened and the production of 'Bajris' of various grades, about 200 trucks per day was restored. The illegal excavation be checked to streamline revenues and better labour welfare programmes.

The D.S.I.O.C. has constructed 3 community welfare centres at Wazirpur, Seelampur and Garhi to provide self employment opportunities to the dwellers of resettlement colonies. The corporation popularises the products of small scale industries, handloom weavers, craftsmen etc. by participating in exhibition and trade fairs.

The trade authority of India Pragati Maidan should be approached to allow an opportunity to represent on their schedule and programme the small scale industries from the smallest groups as well.

The Delhi Financial Corporation has undertaken special schemes for providing finance to women entre-preneurs schedule caste and schedule tribes entrepreneurs and for setting up of household industries. Under these schemes entrepreneurs can avail of easy loan facilities upto a maximum of 5 lakhs in the case of women entrepreneurs

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and Rs. 1/- lakhs in the case of Scheduled Caste and Scheduled Tribes entrepreneurs. For household industries the scheme covers 56 tiny projects under which loan upto Rs. 50,000 can be obtained. The learners can be guided accordingly at the functional literacy centres. These schemes can achieve employment apart from starting industry. So far the corporation has financed 100 projects exclusively put up by women entrepreneurs. The supervisors of the Projects should equip themselves with the exact figures, details and the post loan development of these enterprises and form material for one day lecture on 'awareness' at the centre. A change in responsibilities of duties and activities is a must if adults education programme is to be a success.*

5. Most of the learners are consumers. The Directorate of Consumers affairs in Delhi Administration is to deal with various aspects of consumer problems. The Delhi Consumer Council will provide an adequately powered forum to consumers to get relief in case of a purchase complaint and will act as a deterrent to local dealers distributors and manufacturers involved in sub-standards. People's participation should be encouraged in a system of rigorous monitoring and checks. Joint inspection of Fair Price Shops with the officials of the Prevention of Food Adulteration,

* Joshi R.N. Non-formal education for rural prosperity Radical Humanist, Nov. 1978.

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Government of India and the food corporation should be arranged regularly. Apart from the Apex Consultative Committee at the level of Executive Council (Health) Advisory Committee (where community residents can participate) at the circle level have been constituted to oversee and streamline the distribution system in the respective localities.

Case studies on the working of Delhi State Civil Supplies Corporation "running fair price shops" can be undertaken to ameliorate the working of Fair Price Shops in contiguous areas.

4. The Administration and its allied agencies namely Municipal corporation of Delhi, New Delhi Municipal Committee and the Delhi Development Authority are committed to implement the 20 Point Programme in totality and its true spirit. The work is examined by a committee under the Chairmanship of CEC.

The Tables on the next page will show that 30 of the total outlay for the current financial year is earmarked for the schemes under the 20 Point Programme. This amply reflects the resolve of the Administration to accord highest priority to the uplift of the weaker sections of the society. The areas under 20 Point Programme and agencies executing them should form a general course of awareness for the learners in the Centres and for the economic upliftment and

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welfare of weaker sector of society. Delhi Administration is vigorously and effectively implementing the 20 Point Programme. It is a broad based poverty amelioration programme. The programme focusses attention on a few selected schemes aimed at the development of weaker sections of the society. The coverage of the 20 Point Programme is largely on the development of rural areas (within only 5 points). Out of an outlay of Rs.250 crores for 1983-84, Rs.95.73 crores 38% are marked for schemes under the 20 Point Programme. In addition to this, Rs.3.28 crores of and Rs. 30 lakhs have been marked on central sector assistance.

The programme-wise outlay and expenditure during the first three years of the Sixth Five Year Plan and outlay for 1983-84 is as given below:-

T A B L E (Follows) -

T A B L E

(Rs. Lakhs)

Programme	Sixth Five Year Plan Outlay	Expendi- ture 1980-81	Expendr. 1981-82	Expendr. 1982- 83	1983-84
1. Rural Roads	39.00	7.44	6.59	1.60	1.50
2. Elementary Edu.	2800.00	466.73	680.64	1271.46	1974.50
3. Adult Education	150.00	19.77	25.00	27.49	48.00
4. Rural Health	12.00	14.55	2.50	0.29	1.00
5. Rural Water Supply	700.00	200.00	120.49	202.76	100.00
6. House sites for Landless	45.00	13.00	5.00	10.50	15.00
7. Environment Improvement	970.00	110.00	314.00	217.00	300.00
8. Nutrition	305.00	50.94	74.43	114.10	162.00
(a) Supplementary- feeding	305.00	50.94	74.43	114.10	162.00
(b) Mid-day Meal	145.00	22.47	31.45	27.30	38.00
	5157.00	904.90	1260.10	1873.64	2640.00

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For a retrospective study of 5 year Plan in Delhi.

Outlay and expenditure. The emphasis in Delhi has been on provision of essential services, social services and civic amenities and facilities.

(Rs. in crores)

<u>Plan</u>	<u>Period</u>	<u>Outlay</u>	<u>Expendr.</u>	<u>%</u>
1. First Five Year Plan	1951-56	6.30	4.70	75
2. Second Five Year Plan	1956-61	17.00	15.37	90
3. Third Five Year Plan	1961-66	99.33	93.10	94
4. Annual Plan	1966-67	24.10	22.37	93
5. Annual Plan	1967-68	27.50	22.44	82
6. Annual Plan	1968-69	23.40	22.55	96
7. Fourth Five Year Plan	1969-74	152.65	155.10	102
8. Fifth Five Year Plan	1974-79	316.01	341.34	108
9. Annual Plan	1979-80	108.00	107.16	99

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10. Sixth Five

Year Plan	1980-85	800.00	
	1980-81	120.68	127.17*
	1981-82	179.10	178.67 *
	1982-83	215.00	213.93

(* Accelerated (Asiad).)

during the year 1981-82 an additional allocation of Rs. 15.10 crores was agreed by the Planning Commission mainly for the schemes connected with the provision of additional schooling facilities and capital works programmes of the Directorate of Education and M.C.D., Power Scheme connected with ASIAD of DESU Roads and Bridges (PWD) and water supply schemes of NIMC for provision of water connections to the hotel projects. For the year 1982-83 Planning Commission agreed for an additional allocation of Rs. 15 crores specifically for four schemes of Urban development sectors, namely, Development of Urban village (Rs. 3.25 crores)* special facilities in JJR Colonies (Rs. 6.00)* Development of unauthorised regularised colonies (4.75 crores)* and development of Rural village (Rs. 1.00 crores)

It is for a critical study as to how these expenditure have affected the lives of the people specially in urban villages and rural areas.1

Pillai K. Sivadasan Integrated rural development through

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The official explanation follows that during these three years in physical terms the construction of 6 flyovers and widening and improvement of various important roads and intersections for ASIAD - 82 Games within a limited period can be treated as outstanding achievements. Delhi State civil supplies Corporation and Delhi State Scheduled Caste Financial and Development Corporation have been set up. Milk production has increased from 153 thousand tonnes in 1979-80 to 168 tonnes in 1982-83. Vegetable production has increased from 278.8 thousand tonnes in 1979-80 to 425.2 tonnes in 1982-83. It is to be studied as to what incentives have been provided to the producers or the learners in the functional literacy centres have adopted newer methods or the community development blocks have launched production (certain) schemes within their developments plans. It is also stated that 22.10 Km. length of drains were constructed and about 40 kms. length of embankment raised and strengthened to protect this territory from floods. The relief given if lessened the worries should effect the attendance at Rural literacy centres. Apart from DESU and FWD work which indirectly or directly effects the life of the urban and rural population an awareness about their use and facility available is given to them, 127 new primary schools and 43 secondary/sr. secondary schools were opened, 16 Allopathic, 1315 dispensaries and 5 polyclinics

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were started. Water supply capacity has been raised from 253 MGD to 303 MGD, 80 problem villages were covered with piped water supply system and with this the target for covering all such villages was achieved in full.

1983 - 84

Delhi Administration proposed an outlay of Rs. 238.18 crores for the annual plan 1983-84 against which the planning commission agreed to an outlay of 250 crores. The highest allocation has been made for the power sector (Rs. 37.44 crores) followed by transport and communication 36.40 crores) both these sectors can set apart funds for literacy and functional literacy by framing a curriculum for their own employees as well as a guide for consumers to go in consonance with DMU. Similar arrangement can be made at DTC Depots and their dealings with public. A directory of bus routes and bus services, (Price fifty-paisa) may be brought out for general education of the masses. Water supply and sewage disposal 33.75 crores. A bulk of the population under MCD administration is covered within the sector and a viable programme on Adult education is possible within small units enlightening the employees and their dependents. General ~~Education~~ education (32.70 crores) and Urban Development

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(Rs. 29.55 crores). As per the directives of the Planning Commission to avoid the inclusion of new schemes only a few new essential schemes involving an amount of Rs.3.74 crores have been included in the Plan. As such, more than 98% of outlay as agreed to is for the schemes already included in the first three years of the sixth Five Year Plan.

The emphasis in the 20 point programme is on programmes which direct development benefits to the weaker sections. These are family oriented programmes a welfare scheme vide points 3 to 10 and points 13 to 17. Increasing production is the theme wholly or partly in seven of the points 1,2,11,12,18,19 and 20. The coverage of revised 20 point programme is largely for rural schemes. Only five of the points are urban or not specially rural oriented namely 10 and parts of 11, 18, 19 and 20.

Funds for the 20 point programme are catered from resources allocated for the territories annual plans Centrally sponsored schemes and special central assistance. The major centrally sponsored schemes are Integrated Rural Development Programme and NREP (Point 3) family welfare Programme (point 13) and integrated child development scheme along with functional literacy for Adult Women (Point 15). The special central assistance being

provided by the Ministry of Home Affairs is allocated for economic developments of scheduled caste (point 7) for raising them above the poverty line.

An overview of the outlay and expenditure in the Annual Plans 1980-81, 1981-82, 1982-83, 1983-84 and proposed outlay for 1984-85 is given below :-

Source	<u>Actual Expenditure</u>			(Rs. in crores)		
	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u> Outlay Revised	<u>1984-85</u> Proposed Outlay	
Territory's Plan	41.63	62.02	79.90	95.73	120.44	127.17
Centrally sponsored schemes	1.47	1.92	2.97	3.28	4.10	4.94
Special Central Assistance	0.54	0.58	0.67	0.95	0.95	1.19
Total	<u>43.64</u>	<u>64.52</u>	<u>83.54</u>	<u>99.96</u>	<u>125.67</u>	<u>133.30</u>

The 20 point programme enjoys 37% of the resources.

Harnessing 20 point programme for Functional Literacy

The curriculum for learners and materials used in

learning should have a direct relationship with points covered. An individual should see through the programme that his concern lies somewhere or the other and that he is to pick and choose from amongst the various opportunities to generate income, welfare, wellbeing and future prospects to the best of his/her abilities. One can look through both urban and rural programmes.

Financial provision for the 20 point programme in the Union Territory of Delhi are to be viewed in the context that the territory is predominantly urban in character. The scope for agriculture is limited due to rapid urbanisation and its share in the State income is only around 4% while the Tertiary sector has a major role in the economy and contribute about 73% of total income.

A reference list of sectors which cover all the twenty points are as under.

(In lakhs)

	Outlays	20 pt. programme share
1. Agriculture & Allied Services	412.45	67.40
2. Cooperation	96.00	60.25
3. Medium Irrigation	52.00	52.00
4. Minor Irrigation	119.80	90.10

5. Blood Control (awareness)	1336.33	-
6. Power	5160.00	5160.00
7. Industri & Minerals	1250.73	930.00
8. Transport & Communication	4859.70	50.00
9. General Education	4311.99	2742.30
10. Art & Culture (awareness & participation)	59.58	-
11. Technical Education	675.62	1.15
12. Scientific Services & Research	102.00	100.00
13. Medical	3072.75	905.65
14. Public Health (Information)*	702.53	-
15. Water Supply & Sewerage	4509.00	250.00
16. Housing	2725.59	775.50
17. Urban Development	3313.30	295.65
18. Information & Publicity	32.80	-
19. Labour & Labour Welfare	226.33	11.50
20. Welfare of SC/ST/OBCs	302.30	200.30
21. Social Welfare	453.00	86.00
22. Nutrition	277.00	277.00
23. Sectt. Economic Services (Locations & Purposes)*	45.50	-
24. Statistics (Simple average)*	100.00	-
25. Weights & Measures (Commercial Knowledge)*	12.00	-
26. General Services (Scope for the individual)*	48.72	-

The star marked items can be points of discussion for the learning groups after the instructor has initiated them during his talk to the learners. Interesting reference can be selected to concentrate the theme of the discussion./-

Under Irrigation & Farm Technology the major and minor irrigation schemes through canals and shallow wells deep cavity wells should be an interesting lesson for the rural masses. Alipur Kanjbawala, Najafgarh, Meeruli and Shahdra are the blocks covered by Tubewells. Again there is irrigation through treatment plants Keshopur treatment plant, Okhla treatment plant and coronation treatment plants can be shown on the map 2.

Pulses and Oil Seeds

The programme is implemented under centrally sponsored programme. The area under oil seeds is negligible in the Union territory, but BIG Tracts of land around the railway lines, Ballaha and other tracts can be utilised for intensive vegetable production to cope up with the need of growing population.

Rural Employment

Under this programme out of 15000 families to be covered in the Sixth Five Year Plan (including 5000

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(scheduled Castes) 1980-85. 9628 families have been covered including 3354 scheduled castes).

Project No./ Scheme	1980-81 Units/ subsidy	1981-82	1982-83	1983-84				
	1.	2.	3.	4.	5.	6.	7.	8.
Agriculture	386	1.23	565	.92	800	1.4	17	.75
For Fertilization	69	0.87	14	.44	17	0.75	1	.25
Animal husbandry	1808	10.04	1198	11.98	2520	21.7	500	8.20
Handloom	246	0.60	61	0.97	958	11.3	1100	9.97
S. D.	-	-	-		458	4.4	170	15.00
Special scheme	52	.53	102	1.33	274	4.11	100	2.25

The National Rural Employment Programme for providing additional employment opportunity to the rural poor during lean periods has been initiated for the first time in the current financial year on experimental basis. The programme

1. FAURE Edgar and others: Learning to be: The world of education today and tomorrow, New Delhi Sterling Publishers 1973.
2. Almit Asha Study of educational need patterns of adult in the Urban, rural and Tribal Communities : IJAE October 1975.

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emphasises construction of durable assets in rural areas with close involvement of local people. The programme includes both the wage (60%) as well as material component (40%). Under this programme the works to be financed are as follows:-

1. Construction of dwelling units.
2. Construction of Training & Work Centres/Institutes.
3. Social Forestry.

50 dwellings per block are to be financed each. 2500 panchayat welfare Department + 5000 District, Rural Development + 5000 individual.

Land Reforms

A booklet on Delhi Land Holdings (Ceiling Act 1955) can be prepared for information. The surplus land available under the Delhi Land Holding/ceiling Act has already been earmarked for allotment. This includes 461.97 acres allotted to Development Department and 38.83 acres to Social Welfare Department for residential purposes. 100 acres of surplus land was distributed in 1982-83 to 100 Harijans families. Arrangements are being made to give physical possession to the target group. Actual procedure can be explained to the learner regarding transfer of land in such cases as a component of Adult Education.

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Schedule Castes & Tribes.

	<u>In Lakhs</u>		<u>Percentage</u>
	Rural	Urban	Total
Total Population			
Person	4.52	57.65	62.17
Scheduled Caste Population	1.04	10.18	11.22

It is clear from the above table that the scheduled caste population is 18% and this constitutes nearly 18% of the scheduled caste families.

For getting an idea of learners scheduled caste population is scattered all over the Union Territory of Chandigarh, though their concentration is observed in slums, J.J. Re-settlement colonies, Harijan Bastis, unauthorised colonies. Etc.

It has been tentatively estimated that there are about 60,000 S.C. families living below the poverty line.

For implementing the plans of socio-economic progress and development of scheduled castes, the outlays are quantified from the territory's normal plan. The quantification is carried out mainly in the schemes where demarcation of scheduled castes is clear and possible.

Ministry of Home Affairs Government of India provides

funds under special Central Assistance scheme as an additive to the outlays quantified from the territory's plan. The amount of special central assistance is earmarked for creating infrastructural network to enable Scheduled Caste families to earn their livelihood in a permanent and regular basis.

<u>Year</u>	<u>Amount of SCA released</u>	<u>Utilised</u>
1980-81	63.00	53.50
1981-82	50.08	57.95
1982-83	67.42	66.51
1983-84	94.90 (Approved includes 41.72 proposed.)	
1984-85	118.65	

The scheduled caste families of small and marginal farmers and rural artisans categories in rural areas are provided economic assistance for taking up income generating schemes under centrally sponsored schemes of integrated rural development. SC families are also covered under the centrally sponsored schemes of pre-examination coaching centres for SC's and integrated child development projects.

SolCare Programmes for the Schedule Caste and Schedule Tribes
 25 Measures of Development Delhi Five Year Plan Planning
 Department, Delhi Admn.

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The literacy rate among scheduled caste is 50.50% against the general literacy rate 61.54% in the territory. Delhi Sch/caste financial Corporation Ltd. has been established in 1983 for undertaking the task of economic uplift.

An environment for learning is increasing by some positive economic benefits to the poor. They are drawing nearer to centres having enjoyed the benefit of house sites. 17503 S/C families and 12502 other families on allotment since. 10766 families have already got the sites in Najafgarh Kanjhawala, Alipur, Mehrauli and Shahdara Blocks. "Build your own house" guidance according to the set pattern can also be discussed at centres of Adult education. It is proposed that 2.38 slum dwellers would be covered in the annual plan 1984-85.

It is proposed to create a separate agency to be named as Delhi Energy Development Agency for implementing alternative energy programmes covering solar, bio, wood etc. These activities relating to integrated rural/urban energy programmes are to be funded out of territory's plan and suitable proposals have been incorporated in the draft annual plan.

5. An integrated approach to the health problem through preventive, promotive and curative measures along with collective linkages with other programmes like safe drinking

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water supply, improvement in sanitation, nutrition and education should be studied at centres.

6. As mentioned earlier nutrition programme implemented
(1) supplementary feeding inside ICDS and outside ICDS and
(2) mid day meals (Primary and Middle School Children),
can also be gainfully discussed at centres of Adult education.

7. Essential supplies can also draw the attention of
our learners. The Administration also associates various
of its organisations such as HAFED, SUPER BAZAR, Handiye Bhadar,
and the whole sale Consumer Cooperative Stores in the various
activities involved in the distribution of essential items.
Thorough knowledge of such agencies can be given at our
centres.

8. Handicrafts - for promotion of handicrafts, industry,
arrangements are in existence* under territory plan to
 impart training to the new hand through Master Handicrafts
and who are mostly national awardees. Department of Tourism
can be consulted for detailed information. It is proposed to
run a carpet weaving training centre at Bharat Nagar
in 1985.

9. For Promotion of Khadi and Village Industries, a
Secretary Delhi Khadi and Village Industry Board has been

-
1. Directorate of Industries, Delhi Admn, Delhi 'Small Scale Industries.
 2. Directorate of Village Development, Block Development Level

constituted in 1983. The Board is responsible for Planning, organising and implementing Khadi and village industry scheme. There shall be a target of 30165 units in 1984-85 plan.

7 Blocks of Flatted Factories consisting of about 571 modules are under construction at Jhandewalan for industries like handicrafts, hosiery, readymade garments, printing and book binding and light engineering industries. Similar projects are being taken up in trans-jamuna Jhilmil and Tahirpur. All these measures are expected to provide infrastructure support to small and tiny industries in the union territory of Delhi.

Adult Education Programme can gain momentum
from other Department Surveys.

(a) Tuberculosis is a specific communicable disease caused by Micro-bacteria. It affects both pulmonary and non-pulmonary tissues. The disease may be acute, chronic, general and local.

In order to get realistic picture of the disease in Delhi, especially keeping in view the target families exposed for detection of new cases a survey is being carried out. This can give an insight to the magnitude of the problem. Social, cultural and environmental factors are prevalent in Delhi. A sociological survey will help Adult Education functionaries to develop curriculum for learners.*

* Sociology of informal education in 'Socialist India' in
Educational challenges in Socialist India, S.P. Rastogi.

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(b) Social factors play important role in the spread of leprosy. The fear, ignorance, prejudices that surround leprosy are far out of proportion to the morbidity and mortality of the disease. The leprosy patients conceal their early diagnose just at the period when they could be most speedily cured. The token provision of Rs. 0.10 lakh will be utilised for conducting a pilot survey in this regard.

A 2 lakh family survey has been conducted for welfare schemes by Delhi Administration. The format can be utilised for detecting the target group for various programmes in Adult Education.

Central Social Welfare Board, New Delhi.

The Board provides opportunity for developmental programmes in all possible directions and at all possible stages of competence to work individually, in groups or through voluntary implementing agency with all financial assistance and guidance for upgrading the skill. The programmes are very comprehensive and can be undertaken with honest and sincere effort to ameliorate the social, environmental and economic conditions of thousands of women in weaker section and destitutes in particular. The Board also offered Employment opportunities for energetic educated young women between the age of 18 to 30.

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Some schemes of the Board are listed below:-

Model scheme for the Rehabilitation of War-widows/destitute women.

Integrated Pre-school Project for physical, mental intellectual needs of the child. (Balwaris, mothers clubs, creche).

Scheme for condensed courses of education for adult women. (To conduct Middle & Matriculation Classes).

One year educational course for S.S.L.C./Matric failed women candidates.

Scheme for training Rural women in Public Cooperation (Involving to meet felt needs in the field of social welfare and social development programmes).

Socio-Economic programmes of the Board:- (A list of small scale and ancillary industries and handicrafts.

Scheme for undertaking vocational Training Programme for Adult women (Tailoring- Secretariat Course, Electronics food preservation, Library science, nursing).

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Scheme for undertaking vocational training programme marketing/management, Textiles, Engineering Based, Home Science Para-medical.

Welfare Extension Projects (Urban)
(Leadership for common goals health education, welfare service).

Central scheme for creches for working and ailing womens' children.

Self employment scheme (through Sewing Machines).

The above scheme open large vistas for utilisation of human resources for self-elevation and welfare of the society. The course also arouse sensitivity to general awareness.

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Changes Innovations pertaining to curriculum
of Adult Education.

The demand to make decisions oneself at grass root level instead of being directed from above and a closer connection between learning and work favour the institution of open learning. A flexible combination of work and learning, where work environment is a learning environment, is desirable. In adult education the only type of learning is that through which the learner can directly recognise some purpose and meaning for his personal situation.

Adult learning requires a new approach to the conditions of development of learning competence and readiness to learn. How ready adult are to learn depends on conditions of learning irrespective of age factor.

Learning grows out of a personal assimilation of what which has an enriching effect upon the learner from outside. Different impression are taken up more or less precisely and selectively on the basis of personal structures of expectations. They are subjectively weighed and put in order. The attitude towards learning and the learning methods of adult learners, the motives of learning greatly differ. Instead of authority oriented, sub-
suming and instrumental learning a more analysing,

discovering learning, a more cooperative type of learning where is preferred. The abilities skills, and talents that satisfy economic standard as well as help ascent to high branches of social hierarchy may be utilised for programming.

Natural possibilities for learning in the community life like the interviewing of experts, participation in forums, group tasks and study projects are further avenues for adult education.

The audience research unit of T.V. and A.I.R. have registered with them about 500 T.V. and Radio clubs on their application-cum-evaluation forms. Courses, where radio or T.V. Programmes are recorded on cassetts or video tapes, discussed critically and generally and integrated into a greater framework of understanding, may be offered under adult education. The mass media is aware of this faculty and responses are given due weightage. Some administrative hurdles and incidental exigencies leave media to work within a set framework.

As adults have a more marked individuality than young people/ children having developed themselves under the influence of specializations and environmental conditions, adult education is to cater to the differing learning interests and yet the fundamentals cannot be ignored. To

bring them to fundamentals, or convey the fundamental or core of subjects requires a methodology.

Some enthusiasts and activities have brought about innovations. The pursuit of innovations and its practice tends to be tricky business and often more challenging and illusive than one thinks or anticipates. While there is no doubt that involvement in innovation is well meaning and earnest, a good many times, it is of a fashionable kind, a surface relationship lacking both in purpose and depth.

In the last few decades, we had a series of innovations one after the other in quick succession.

1. Fundamental Education.
2. Out of School Education.
3. Non-formal education.
4. Functional literacy.
5. Animation Rurals.
6. Basic needs in education.

Some of the above are based on conceptual acquaintance and the rest on the ground experience. The pre-occupation of an innovation as an idea is often visualised as something coming from outside. The struggle is for making it relevant to the situation. Often at the cost of what is possible through the strength of the organisation itself.

Our efforts in Delhi are culminating on-literacy, _____

functionally and awareness. The degree of standard is varying from place to place, centre to centre, agency to agency. The achievements too very due to various reasons which may be considered as problems in implementing the programme yet a meaningful curriculum is agreed upon and followed. However, there are limitation as well. The tendency of measuring nonformal education achievements by formal standard in terms of classes 1.2.3. ----- 10 has left us succumbing to the temptation of formal education achievements. This is why the programmes (be these branded as welfare) of adult education are taken up by various agencies at different stages of school education. But agencies conducting these classes are fair to the extent they fulfil the felt needs of the participants.

In most societies the family-usually the extended family is a more suitable unit for action. This is one of the assumptions in UNESCO's global strategy which emphasises a coordinated approach aimed at combining literacy for out of school youth and adults, with Primary Schooling for Children.

UNESCO has now adopted a medium approach. In a doctrinal innovation, the Fourth Extraordinary session of its general conference (1982) opted for a dual policy strategy combining formal and non-formal education. It holds out the prospect of avoiding wasteful duplication.

Joint use of the same educational facilities instead. The primary school assets can also be used. They are being used in Delhi as non-formal schools. The Delhi Administration Adult Education Directorate and Municipal Corporation Delhi are running Primary Schools and non-formal schools almost on equal footings. The curriculum being the same. Those who are dropped out from primary school may join as non-formal education students.

There are a number of articles appearing in Adult Education Journals as 'Training of Workers' in Education: 'Humanising literacy campaigns' and 'System approach to community development.' These articles do articulate various needs of participants for their employability, workmanship, upgradation in skill and acceptability of experience. Indirectly these needs reflect the types of programmes their contents to be included in the curriculum. Still important is the venue and timing of holding the training and educational activity of face to face communication. Humanising adult education impresses the fact that environment plays an important role in learning. The participants are frightened to remember their old days of confinement to the prison-like class rooms with rote learning. This hangover of fear often makes one willing participant desperate. In Patiala University Campus the classes of Malis, Sewadars, Chokidars and Safai Sewadars were conducted having invited their

view points on venue and timings. Devoted student instructors were posted to impart knowledge of alphabets, reading and writing skills. Forty five minutes were allowed to the learners from the office hours and another 45 minutes they had to devote of their own. It came to 99 working hours for the classes run in open garden, nurseries and regular class rooms. In march 1981, all learners were examined by the social education Department Punjab Government. Of the 100 adults who took test 99 were declared successful and granted literacy certificates having equivalence to class IV of formal education.

The above description highlights the achievement of the learners but also measures it in terms of formal standard. The general curriculum at adult education centres is therefore, basically formal in nature. The tests too are designed and framed to assess the achievements in numerical value. This practice is unescapable and unavoidable as evaluation of Adult education programmes as per requisite, forms shown in the appendix, ask for such information. This is desirable too, to assess the success of the adult education programme and achieving 100% literacy. But little is recorded demographically as to ~~the~~ who gained literacy and what was the further move to bring other illiterates in the fold of literacy or adult education centres.

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The other phase of adult education is community development.

Thus the villages were involved in data collection door to door contact programme, planning and implementation of such approach, model of non formal education to community development.

So when the policies of adult and non-formal education were discussed, the group members ardently supported the involvement of all the people of the village.

They also came to know about the various schemes of the Government like free distribution of books, meals to school children, efforts of CARE, IRDP, SFDA, PL, TRYSEM etc.

Once the group members became aware of the schemes they were asked to plan the budget for non-formal education by pooling resources available under these schemes.

The target groups were identified (with the help of Gram Sabhas and enlightened villagers) according to their interests. In all eleven groups were identified. Such classification helped the planners to decide group objectives, appoint staff faculty, select material,

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organise resources and develop group education and individual education plan.

It was difficult to find highly educated persons to conduct nonformal education programme at Bhini Mund, so the staff was selected from among the existing manpower. The author alongwith Sarpanch and local leaders met the Block development Officer, officers of Block Panchayat's office, Block president in order to secure their services for the programme. The selected volunteers were trained through pre-service and in service programme.

In short the education programme enable the members of the community to organise themselves in planning and action, maximum reliance on community resources and supplement these resources wherever necessary with the services and material from government and non-government agencies outside the community.

The extract from the case study of village Bhintokund presents a profile of community development programme with necessary coordination. The viable infrastructure is not given to conduct the programme. However, the underlined contents can provide enough knowledge on the existing curriculum.

1. Door to door contact for data collection (by participants themselves).
2. Model of non-formal education to community development (talks and decisions)
3. Involvement of all the people of the village.
4. Awareness CARE IRDP SFDA TRYSEM.
5. To plan the budget.
6. Group identification according to interest.
7. Group education and individual education subjects.
8. Preparing Pamphlets, posters for mass communication and publicity.

District Rural Development Agency - Delhi

Glimpses for curriculum construction :

The District Rural Development Agency, Delhi is entrusted with the execution work of different welfare activities introduced from time to time by the Government of India under plan programmes for the benefit rural people. It operates in all the community development blocks of Rural Delhi viz. Alipur, Mehrauli, Najafgarh, Anglo and Shahdara covering 250 villages.

Initially known as the Marginal Farmers and Labourers Development Agency, it started functioning

Footnote : Development - An empirical Analysis. IAS Journal

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in only two blocks of Delhi in the year 1971-72. From 1974-75 the coverage was extended to all the 5 blocks thereby bringing the entire rural population under the fold of small farmers' Development Agency now known as District Rural Development Agency.

Its main function is to implement integrated Rural Development Programme (IRIP) which is a general scheme embracing sub-schemes on (1) Agriculture, 2, Minor irrigation, 3. Animal Husbandry, 4. Training in Rural youth for self employment (TRYSEM), 5. Industries - Services- Business (ISB) and 6. Special Programme like providing with animal driven carts. The basic objectives of all the scheme is to eradicate poverty and eliminate unemployment by generating additional income on a lasting basis.

The target group covers small farmers, marginal farmers, Agricultural and Non-agricultural labourers, Rural Artisans and others living below the poverty line which is currently measured in terms of per capita monthly income of Rs. 61.80 or family income of Rs. 300/- p.m.

It receives 100% grant from the Ministry of Rural Development toward expenditure on these programmes including release of subsidies and administration charges.

Budget allocations were Rs. 25 laks, 30 lakhs, and Rs. 40 lakhs for the years 1980-81, 81-82, 82-83 respectively.

Other Activities

1. National Rural Employment Programme(NREP)
2. Integrated Energy Pilot Programme(IREPP)
3. These are accelerating economic activities and stepping up employment opportunities in rural areas in every respect.

IRDP covers all types of economic activities that may raise the income level in an effective manner. Sectorwise programmes are as under :-

1. Primary sector covers Agriculture, Horticulture, famming, Animal Husbandary, Fisheries.
2. Secondary sector covers Handicrafts, Handlooms Khadi and village industries, soap making, chalk making etc.
3. Tertiary sector covers transport, services, and small business.

Identified families under IRDP get easy loans from the participating financial institutions and banks for undertaking any of the on going schemes which are economically viable and for which suitable infrastructure

back-up is there in that area.

Extent of Subsidies :

25% to small farmers.

33.3% to other beneficiaries.

50% in case of cooperative societies and
anchayats.

To induce greater momentum in this process of
collection of application and release of loans and
subsidies organisation of credit camps and selection
committees meeting are being conducted periodically.

URBANISATION DIVERSION

In view of increased urbanisation of rural areas
of Delhi greater emphasis is being given to ISB (In -
dustries - Services & Business and TRYSEM Programmes).

TRAINING FOR TRYSEM with stipend of Rs.50/-p.m.

1. Tailoring
2. Motor driving
3. Soap making
4. Chalk making
5. Piggery.

Trainers or training institutions are paid Rs.50/-
per trainee p.m. Besides, there are provisions for

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supplying raw materials, tool kits, as per requirement of various training courses. Loans and subsidies are available from respective blocks under DRDAgency.

The agency not only imparts training but also renders help for establishing units and marketing as follows.

Quantified increments in percentage forms are:

4.95% under Trysem.

168.6% under special programmes.

110% under animal husbandry.

Industries - Services and Business ISB

1. Cloth, coal, tyre shops.
2. Ration Shop.
3. Utensil shops.
4. Electric shops.
5. Pipes canvas bags, furniture shops.
6. Kerosene oil shop.
7. Khal Bindola, Kuttu shop.
8. Halwai shop.

Authorickshaws have also been provided to make a significant beginning in the transport sector of rural economy.

Hand - has been taken up on experimental basis with a view to generating additional employment in rural areas.

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particularly in the lean season of agricultural activity. Projects undertake to raise infrastructural facilities for all sorts of economic activities which are being carried out or are going to be carried out in a particular area. These are so financed that 60% is spent on labour cost and 40% is spent on cost of raw material. Wages are paid at the rate of Rs. 12.00 per day, a part of which is given by distributing 1 kg. of wheat.

Rs. 8 lakhs were utilised for projects in two villages (Khair Najafgarh) and (Mohdpur Ramjaripur of Alipur) i.e. Rs. 48000 \div 12 = 4000 mendsays.

(60% of 8 lakhs) 4000 \div 40 (40 men per village)

work lasted for 100 days.

Under ISB and NREP carpentry and block smithy should be given impetus as these trade raise infrastructure for other services.

BISEF aims at providing with additional sources of energy for consumption of rural people for subsistence, production and services of commercial and non-commercial types. This gives more emphasis on non-traditional sources of energy which are easily available in the rural area.

A household survey for estimating demand and supply in Ten villages of Alipur Blocks was initiated.

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cookers, 20 steel efficient chulhas and 7 bio-gas plants were procured for demonstration purposes. These are made available to poorer people at subsidised rates.

11. TEXTILE

While due attention is being given to all the schemes under IRRI it has been decided to give special emphasis on TMSM and ISB schemes. This is in accordance with the need of developing secondary and tertiary sectors of rural economy. Because of its high demand it is decided to increase the number of tailoring centres evenly distributed over all the blocks. Motor driving has great potential inclination and provision for wider need is being made. Training programmes are being conducted in various other small trades. Scores exist for significant creation of additional employment. An other 250 semi-skilled and raw hands will be trained in various disciplines under the Directorate of Technical Education.

Under ISB scheme it is aimed to provide with the authorisation to identified and trained persons to further strengthen the transport sector and to enable the small poor to share the benefit from this highly profitable business. Manufacturing units like match box industry, repair shops and day to day usable items are being given priority. Small industries which may cater to the needs of big industries in operation in Delhi are also to get high priority in this scheme.

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The national Rural Employment Programme comprises construction of community centres, work centre, tailoring centres, Kharañjes/Roads improvement of drainage, improvement of fish ponds with village labour force.

Social forestry work and other works that may result in development of infrastructural facilities for the village economy are also initiated.

The initiating, fundamental knowledge and requirements involved may provide a good ground for curriculum construction for our Adults.

INTEGRATED CHILD DEVELOPMENT SERVICE SCHEME

Syllabi for Training of Functionaries.

-vv-

Syllabi is directly concerned with the contents of teaching and training and hence reflect much on curriculum.

The scheme is implemented by the Department of social welfare, Delhi Administration chiefly for the welfare of children, Mothers and handicapped women. These centres provide health care preventive and supportive together with income generating training in home level industries along with literacy as one of the components of their programme.

There is one block development office over a population of one lakh assisted by the field project officers and secretarial staff.

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The training at various levels gives a significant vision about the types of programmes and desired goals and them.

Job Responsibilities of Anganwadi workers

For effective implementation of ICDS programme the Anganwadi worker is required to perform the following functions-

Community survey and enlisting beneficiaries for the purpose of literacy and assistance programme; data about the number of families, family members and income is obtained.

Non-formal pre-school education of children, care of pregnant women and nursing mothers, primary health care and first aid, immunisation and health check up, providing health and nutrition education to nursing mothers and other coming to Anganwadi, enlisting women's participation in programmes in maintaining record, registers particularly weight cards, attendance record to find out the extent of service offered and utilised by the community.

Organising and conducting functional literacy classes for women 15-45 where Anganwadi workers assume their responsibility.

The instructional goal is encouraged ^{by} the process of learning by doing, appreciate individual

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differences in the role and nature of growth and development, arrange and utilise the available facilities/resources in order to provide healthy environment, conduct group activities like music rhythmic exercises, games etc.

5. The main curriculum contents which have relevance with Adults (woman) include -

1. Environmental factors in development role of parents, other family members teachers and community in the development of children.

It includes:-

Stages of child development from conception to adolescence, needs of children at each stage with special reference to early childhood, common behavioural problems of children, Temper tantrum negativism, withdrawal, aggression, stammer shyness etc. role of structured play, singing, importance of practical life activities. Adult women can also visit Anganwadis, government nursery schools, study the conditions of children from deprived homes and broken families. Adult to prepare a blue print of working table for family, simple material for reading and writing. To read pamphlets and posters of publicity.

Discussion points on various aspects of health and nutrition Cause of deaths and illness among children. Identification

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of common nutritional deficiencies based on clinical signs and symptoms e.g. vit A - night-blindness, vit.B Angina, stomatitis and glossitis, Vit. C bleeding sponge gums. Vit.D Rickets Anaemia conjunctive, hails and tongues. Preventive vaccinations B.C.C. D.T, personal and environmental hygiene. Basic knowledge of health services, nutrition, basic diet, balanced diet, receipts and preparation thereof, handling food, food/poisoning. Introduction to nutrition education, usage of mother's counselling, storage and distribution of water, calendar of local events to update knowledge and help assess the age of children.

We observe that most of the items mentioned above are of practical value and awareness. The subject may be telecast to attract the attention of the audience at regular and fixed intervals and not in a haphazard manner.

The scheme of functional literacy for women ^{is} at present being implemented in ICDS project areas. The idea is that the functional literacy will provide the necessary knowledge and skills to women in order that they may strengthen the ICDS programme and happy prosperous homes with their active co-operation in making better use of services provided under the programme. In spite of the fact that Anganvadi workers have mostly limited educational

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qualifications and experience, it is considered that it is to
enhance the component of functional literacy in her life.

RECOMMENDATIONS. Hence is the inclusion of this course at
in the syllabus for training of Anganwadi workers, part
which is drawn from the general contents mentioned
above.

SYLLABUS CONDENSED

1. Skills in deciphering simple words, reading of
short sentences, simple messages and understanding
their meanings.
2. Providing reinforcement of literacy skills and
continuing education through reading sample literature
on family health.
3. Home and family life - Home decoration and methods
of saving time, labour energy and money.
4. Economic improvement - curtailing unnecessary
expenditure operating small account in post offices
and banks, supplementing family income through handi-
crafts, developed kitchen gardens preservation of
food and formation of cooperative societies.
5. Environmental and civic orientation - factors affecting
women's social and economic status-dowry, child
affecting) marriages repeated pregnancy, social and

economic rights and responsibilities, equality of opportunity and basic rights. Basic institutions viz the school, panchayat and cooperative and women's role in them.

ICDS workers are expected to work as change agents. Dialogue, discussion and demonstration are the main media of communicating the goods to the masses.

The special areas can be identified giving elements of community contact.

1. Carry out simple surveys.
 - a. Motivate and encourage parents to send their children to schools.
2. Maintain liaison and close functional links with local institutions like primary schools, cooperative Mahila Mandals and youth clubs.
3. Develop close work relationship with health workers, literacy workers and gram sevikas.
4. Form village level committee for community based functions.

Training aspects of Teachers/Instructors

The National Institute of Public Cooperation and Child development (SIRI Institutional area, Hauz Khas, New Delhi) lays out :

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"

In imparting the above curriculum content to trainees (for an word transmission of goods to the trainees/adults) emphasis should be laid on practical and actual field work. The trainee should be involved in conducting small and simple community surveys, home visits and group meetings. They may also form new village mandals or work with existing ones in the nearby community. Joint meetings should be arranged with health workers, community workers and other village level workers and demonstration techniques should be used in interpreting each others roles. Similarly practicals in using different communication media should be arranged. Field visits should be arranged to nearby PAs and MCH centres, Schools, voluntary organisations dealing with women and children. Emphasis should also be laid on involving trainees in the preparation and development of simple media aids and kits with the help of local resources". (1)

The above observations indicate a curricular structure and approach in Adult Education. The Adult Education programme and the training of instructors are having the similar norms.

The Anganwadi Workers' Kit/Instructors Kit

1. Audio-visual aids like Flash Cards, Rollographs.

4. Food Samples - preservation and weening.
5. Card Board, coloured chalks, sand paper, Geometrical cut-outs.
6. Record files, lay outs survey maps, environment, survey profiles.
7. Record Nursery and other stories.
8. Scrap book - Art and craft, pictures, photos, samples of knitting and stitching/handicrafts.
9. Workers event diary.

Entailing some practical functions with cognitive results some of the areas touched in the syllabus of supervisors and project officers are as under :-

Instructional goals (Supervisors)

1. Should be able to organise general community education Programme.
2. Should be able to act as a liaison between AWW CEO and PHC staff.

CURRICULUM CONTEXT

1. Mobilisation and utilisation of resources.
- getting peoples' participation.
- formation of new Mahila Mandals or strengthening

the
Training programmes of ICDS personnel.

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- 4. Visits of PHC, health sub centres, Block Head - quarters and voluntary organisations.
- To enable the supervisors to develop appropriate skills in supervision, liaison, general organisation and in the implementation of the scheme.
- Helping the worker to coordinate his activities with those of other workers in the field.
- Acting as a link between health staff and the AMW on the one hand and CEO on the other.
- Information sheet for each village and Anganwari.

Project Officer

1. Motivating adult women for attending functional literacy programme by community education, socio economic program etc. and tackling the problems of dropouts.
2. Course contents of the curriculum for functional literacy inclusion of need based subjects.
3. Mobilisation of technical and material resources for functional literacy programme.
4. Organising general community education programme.
5. Project formation and programme planning, propagation of Project Profile.
6. Financial management, financial accountability.

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and control at various levels and relevant financial rules and regulations.

7. Monitoring and evaluation of ICDS projects.

SSC Janis Hillia's Publication for Learners.

Mat Parhen (हम पढें)

This work exhibits before the learners the ~~col~~ ay alphabets and their sound-systems. A few lesson cover meaningful sentences and than topics on health and general views of life situations, a man in the street proceeding on journey or conducting transaction in a post office. This is followed by sonetories ~~dis~~ displaying unity and harmony in life and diverting from superstitions.

Mat Seekhen (हिसाब सीखें)

Should have been titled as (Hisab Kharan)' as it reflects learning by doing. Having introduced numbers the book shifts to additions subtractions, multiplications division in a sequence of formal system. The deals in profit and loss give and take involve lot of practice in addition and subtraction. The technique requires more repetitive exercises. Knowledge about length, breadth, height and distance has also been made available. ~~Reading~~ scale, tell the time from a watch, measuring the

with manual estimations have also been given.

Two books titled 'Tandarustee Khoobsurte Hai' and 'Khat Zindagi Hai', can be used both for literate and illiterate literacy stage. In fact, some centres hold learners who cannot complete the whole course within 6 months either because of their gaps in attendance or because of slow learning pace. These books provide information on health, nutrition and symptoms of diseases. The former one 'Tandarustee Khoobsurte Hai' is covered for the taste of women learners and as the name suggests and one 'Khat Zindagi Hai' is for male learners.

'Khat Zindagi Hai' is a sort of teachers/instructor's guide especially prepared to generate feeling of affiliation

affection between the learners and the instructors. This book can form a part of 'learning material for illiterates' also as it provides conversation on health, importance of literacy, things of importance like rent, prices, hospitals and banks, budget, various income generation skills, basic calculations, marriage, children's health, nutrition through basic diets and harms caused by superstitions. The use of flash cards and using them to learn words perhaps suggests that males or females may also guide their young ones at pre-primary or tender stage. This is a good idea in a sublimated form of 'teach one, teach one'.

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Since all pri^mers and their limited content lesson cannot provide multi-facet information as social development in the country, it is left to the instructor to formulate or design a talk apparently attractive and convincing on the given pattern. Some exercises could have been added on organisation of better economic condition. In fact approach in preparing the books should not be compartmental. The entire spectrum is to be viewed as one, may it deal with maths, or social sciences, so that the learner may draw inferences from each book for further learning. Knowledge in one branch may assist in another branch.

This situation is to be tackled by the instructor who is initiated to 2 to 3 weeks training. As indicated in earlier references of ICDS programme syllabus for ANW (Anganwadi workers) information on legal rights, spirit of cooperation, cooperatives and participation, may be given in a series of booklets. The workers education unit has prepared a set of about 40 booklets. The workers education unit has prepared a set of about 40 booklets providing information on various topics. By discussing certain roles played by women in the society and the roles which can be played in today's context the instructor can gain learners confidence and can advise the learners to look for such books on display when they visit a Mela or Pradarshani (A Bookfair). Books on books i.e. a developed and adapted form of illustrated or a

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annotated catalogue including eight to ten books can be prepared to give a package to the learners.

The role of Geeta Press Gorakhpur

The Geeta Press Gorakhpur gains the credit for spreading literacy (instead of eradicating illiteracy) among lakhs of Adults. The press has devotedly worked for literacy indirectly by producing literature at very cheap price. The print is attractive and illustrations captivative. The van of Geeta Press attracts many adults and provides enough material for their sublimation and mental peace with spiritual elevation. The method, expression and approach is of individual level instruction. [नारी धर्म, ज्ञान-यन्त्र, सप्त शब्देकी (condensed Geeta) और बालकों की कथाए]

are available at the cost of 3 to 5 paise. An attractive phase of the publication is packet system. One packet of booklets contain 20 to 25 handy booklets on different and varied units solemn and spiritual life together with general behaviour of a person. Books on short stories and primers as well have been prepared of the choicest kind. Geeta Press has produced literature for the entire fold of the family.

A study and Action oriented project on
Integrated Rural Development.

Project Profile

The Karnataka University with its own academic staff is adopting a well formulated and integrated research and action oriented plan of IRD. The main areas are: Environment, Social and Economic conditions of the target population. A list of programmes with hints on curriculum includes:-

1. Developmental agricultures and animal husbandry.
2. Sericulture.
3. Mine & exploration
4. Water and Soil testing.
5. Fabrication of simple tools and equipments.
6. Improvement in housing.
7. Improvement in availability of credit facilities.
8. Development of leadership.
9. Additional change and better participation and involvement in self directed efforts.

Task

The first is the meaningful task of preparing a scientific balance sheet of the developmental assets and liabilities of a selected rural area in order to identify the developmental opportunities that exist and the bottlenecks that have initially to be removed. The

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final task of the scientists is in the direction of converting these developmental opportunities into a system of economically feasible and socially purposeful projects.

Programme:-

1. It is proposed that the study will have the house hold as the unit of study.
2. Finding of areas; social and economic conditions of the Target Group.
3. Physical resources which can be utilised.
4. The Community possessing manpower and skill resources.
5. To draw up meaningful programme in view of sustained development.

The target area will comprise six villages:-

Objectives:-

1. Identify needs
2. Commencing resources
3. Government bodies; activities and results.
4. Activate people's involvement.

(Curriculum is based on human source development.

1. Scientific view point and awareness towards rights and duties.
2. To train man adaptive to moral social and cultural values.

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3. Knowledge, skill and upgradation in resources to generate better income.
4. To promote national integration and enable him to play his role.
5. Guidance and advisory services can be remedial to many problems.

2. A study has been conducted by Garhwal University on problems and impediments in the flow of adult education. The Medium grade problems included the following with respect to curriculum.

1. Scarcity of literature in regional language.
2. Absence of need based contents.
3. No attention on cultural programmes in Adult Education Centres.

3. In a survey of 1957 unesco observed that the bigger population than Arab's entire population is living a life unknown to the development of modern world. This was because public (mass communication means) were very poor or nil.

The democratic and firm utilisation of UNESCO policies requires brisk vigilant and careful approach.

The international education and cultural organisation based in America has recommended the study of 3 Zoroastrian

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culture and the life of scholars for the regional people. We in India can also adopt the same step for our curriculum. Mr. Taj Ahmad's article "यूनेस्को द्वारा साक्षरता अभिगान में योगदान" IAEA Journal has mentioned voluntary education Centre in South Delhi run by Shri Balram Saraswati undertaking the task on the said pattern.

1. Some of the contents enumerated under (Awareness' group are (S.R. Dhilloni)-

Objectives - To arouse consciousness for self amelioration through group effects.

The groups will work on teaching and learning process.

1. Learning and discussion group.
2. Learning, discovering and identifying group.
3. Learning, executing and promotive group.
4. Peoples organisation.
5. Social and financial issues and legal literacy.
2. Social, economic and legal matters. Directive Principles and fundamental rights covering the entire possibilities with regard to Social and legal collection.
3. Health, cleanliness, nutrition and dresses.
4. Poverty - nature causes and cure.
5. Exploration and persecution.
6. Government and Administration.

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7. Democracy, social reform (welfare) and new social set-up.
8. Cooperatives and public participation of concerned agencies.
9. Government policies and price.
10. Development, production and distribution methods.
11. Unemployment and underemployment.
12. Science and healthy attitude toward scientific development. An appreciation move, use of science and technology.
13. History & Geography.

Use of charts, maps, Dramas, script, discussions, exhibition as found necessary to deliver the goods.

Selection of curriculum from the Training Programmes of Project Officers and Supervisors.

The SMC Jamia Millia has conducted 3 rounds of training for project officers and supervisors. For the sample of study programmes of May 1982 and March 1983 have been selected. A very careful view has been taken to include only those areas of learning which have 1:1 relationship with the learning needs of the learners. A

broader view has also been taken to understand the psychology, behaviour and aspirations of adult learners. As such the remedial steps are also necessary and a newer trend in methodology of staging "Street corner play" has also been discussed. The training programme offered touches the brim of expectations, achievements of our adults including social change, national integration and cooperatives for self reliance.

The main features of the programmes find illustration with the following observations.

1. The objective were kept in view as broadening the horizon of knowledge about some of the national issues like population education, environmental conservation, national integration, laws for the common man, science for the masses and government's assistance to the poor through bank loans.
2. Improve their communication skill among which group discussion is one to respect each others personality and view point and reach a consensus and take decisions collectively.
3. Question and Answer are both a technique in further learning and arouse interest in learning. The learners can adopt it ^{for} further learning. Visual aids supplement and stimulate further enquiries.

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4. Different trends in Adult education and Management of centres may be considered as an inbuilt preparedness to tackle the adult learning situations firmly.
5. Duration of adult literacy programme and then changing it to continuing education stream.
6. Provision of learning material to learners on gift basis rather than asking them to return the material like primers, slates, and note-books.
7. A survey of the area is a must. Functional literacy including craft work like chalk making stitching embroidery be undertaken only where these are needed.
8. Population education is not to be deemed as birth control but the response of the community to population situation at a given point of time.
9. Democratic principles are essential. Mutual confidence would improve creative thinking and decision making ability. Maximum participation of learners in running their centre is desired.
10. Disturbance in ecological balance prevents growth and development so physical aspect of environment is very important, popularise saving of environment from pollution and destruction.

11. Attitude of teacher/instructor and the will to learn of the learner. Pro-test-classes be organised to test the acceptance or resistance of participants to ~~getting~~ with teaching methods.
12. Science - All scientific findings are tested through ~~in~~ and unbiased observation. The hesitation for ~~change~~ can be avoided. We must re-interpret other ~~values~~ on the basis of new observations.
13. Provide questionnaires to develop objective and critical thinking.
14. Identify the hindrances and factors which stand in ~~their way~~ to improve their social and economic status.
15. Adult schools should be set up and linked with formal system of education to see some meaning in further education.
16. In the massive programme of Housing by DDA provision of one or two flats in localities be made for running Adult education classes.
17. To keep the supervisor free from torture and tension and feel comfortable and easy to visit some fixed amount like Rs. 1.50 per day be allowed to meet transport expenses in the interest of learners.

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12. The Centre in turn supplement the centres' need for 'other arrivals of information'.
13. A word on methodology - 'The style and presentation should conform to their level of understanding, the information communicated may go over their heads otherwise. Accept the criticism with grace.'
14. To communicate the message through visuals.
15. State the for freedom provided another binding force and brought the entire people together making conscious of a common destiny to live as a proud self respecting people.
16. Cultural programmes (with the help of two or three centres) having common element of different cultures may be organised for bringing about national integration.
17. Literature on follow up should come up gradually.
18. Street corner play based on problem be staged.
1. covering various aspects of theme.
 2. as approach and
 3. Message conveyed through the play.
19. Use of powerful media like video in addition to written word may be used both for education and recreation. Folk lore and folk media be developed

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to deliver similar goods.

25. A compendium of the following -

1. Department of Social Welfare.
2. Central Social Welfare Board.
3. The National Institute of Cooperative and Child Development.
4. Home Ministry, Grih Kalayan Kendras.
5. Commerce Ministry - organising training of artisans.
6. Ministry of Health - Family Welfare and population education.
7. Integrated tribal training programme including training of women.

TRAINING NEEDS

In the developing societies the main drive and energy as well as organisational infrastructure for educational reforms comes from the State or even from voluntary organisations of privileged strata. The predecessors of our formal education such as the community development and new agricultural movement had a similar history. In principle, nonformal education offers a structure and a situation more open to radical social influence. * Africa Unicef.....

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In spite of the poverty and squalor the people of the slums exude energy, vitality and great ingenuity. Everywhere there are stalls and workshops, where people sell or manufacture anything from hairpins to cigarettes, fishing boats and bicycles. Developing officials, discussing ways to improve the living environment about mobilising the people resources, people's energy and resourcefulness in dealing with the problems of life are in themselves, resources of some importance.
(* UNICEF, Vol. III).

One thing is more to remember that the dominance of the State and of the upper classes is more likely.

Do the existing Programmes in non-formal education
actually serve the purpose?

It is clear that non formal education can on the one hand, be a move to consolidate existing tendencies and influences on socialisation and acculturation generated by the processes of daily living, industrial production, agricultural change and social readjustment, alongside a vastly increased network and process of communication. All these appear to exist in the social situation already. On the other hand, the purpose of the movement for non-formal education seems to be to consolidate and coordinate what exists and to give it a direction which is not a mere logical outcome or corollary of processes generated by

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production, communication or ecological patterns. The idea of non-formal education implies a direction which is consciously willed based on deliberately chosen values and an attempt to turn society in a definite direction.

The question then clearly arises. Who chooses the direction? which social groups linked to what economic and political biases? informed by what sets of ideas? This is the question of the deepest social significance which must, therefore, be clearly and specifically answered. Without such an answer, nonformal education may, as well non-exist. Or some kind of non-formal education will take place even if there is no movement for non-formal education^{at} all. At the same time, the transmission of institutionalised knowledge has a built in structural bias against liberation. Unless nonformal education resolves the question in favour of the people, it may become even more oppressive than ineffectual formal education.

The concept of non-formal education becomes a contradiction within itself when formalisation and institutionalisation takes place. It may be visualised that non-formal education emerges when existing system forms of institutionalisation and formalisation have become inappropriate to the goals which some effective social groups seek to attain. The educational process is so broadly

diffused in the economy, polity and communication network and the existing formal system is so weak and ineffective that nonformal education programme will more effectively perform this task with the universities for the cultivation and dissemination of knowledge.

Adult Education - A base for socialisation

The recent emergence of nonformal education as a respectable category can be traced to the convergence of a number of distinct trends which emerged initially in the western world. It was then adopted in the third world by national leaders seeking either to keep up with the western zones or to establish a means of communication with those on the periphery of their societies, cutting across barriers of finance as well as inadequate, insufficient or dysfunctional personnel in their formal education systems or development agencies.

The financial implications of the sheer growth in the number of people desiring to be educated, the increase in the number of years in the educational system, the quality as reflected in the growth of number of teachers, more equipment and space, all these were seen larger than the economy could afford to allocate to education. New educational technology was one direction of growth proliferating State agencies into a coherent programme for the growth of the individual and with profitable experience

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of the community was an other system. Jean Floud, in his Paper 'Teaching in an affluent society' pointed out that the students in the west were often better informed and more familiar with new knowledge and skills than their teachers. It thus became necessary to incorporate into educational programme other educative influences operating in the economy of the society. The concept of a learning society and life long education can be seen related in these concerns.

In 1960s it was perceived that the individual tended to reduce to mere a recipient of highly mechanised environment one who almost played no part in creating it. This was also a criticism of bourgeois and capitalist society. Tolstoy, Ruskin and Gandhi articulating the misery of the individual searched for alternatives. Large scale dissatisfaction of western youth with industrial culture as well as both formal education provided for the search for an other kind of education.

Linked to their was the desire to create a convivial learning environment based not on large systems but on individualised use of learning resources and situation. The extension of their concept to the non-western world and to underdeveloped societies is also a phenomenon with its own special characteristics.

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How non-formal education became a tool
for social change - historical perspective.

Revolutionary political parties in socialist countries both before and after their revolutions have initiated large scale programmes for changing the consciousness, skills and organisations of the people. In all this they believe, they were remaking men in a very different mould from that in which they had been cast in earlier societies. That way they upgraded workers on the job and in the field of education conducted correspondence courses and a man's literacy campaign. 2. The nationalist movements altered values and personalities of large masses of people in the struggle against either imperial domination or feudal-capitalist exploitation. In all these cases non-formal education of a revolutionary kind emerged. It was sustained in revolutionary situations i.e. where a new set of social relations and ideology had been successfully established but languished in others. The major departure which marked Paulo Friere's emergence of the pedagogy of the oppressed was that its emphasis was more intense and more centrally educational than it had been in earlier movements. Nonformal education also brought about certain decisive structural change. Such was the movement for adult

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literacy undertaken on a large scale in the earlier period of constructive power.

Structural change and its consolidation

In the efforts to promote development in underdeveloped countries, aid giving nations and agencies have come up against bottlenecks and obstacles not only in the lack of literacy and related skills in these countries but also in the dysfunctional attitudes and values held by the people.

* UNICEF.

Non-formal education is thus presented as an aid to development implanting skills and developing attitudes. Now it will be a substitute to formal education and not only as a supplement. In fact, non-formal education tends to adjust to the existing class material of society. It is not confined to the under privileged but also succeeds in educating the economically well-placed.

CHAPTER - IVADULT EDUCATION IN DELHI
INSTITUTIONAL PROFILES

In 1979-80 the Kothari review committee on Adult education among other recommendations urged for a political commitment. The Government of India considered the report earnestly and came up with vigorous plan programme and perspective to achieve the target of cent percent literacy by 1990. Likewise the U.G.C. has recently issued revised guidelines on programmes of adult and continuing education and extension through universities and colleges and has invited proposals. Accordingly cent percent financial assistance of the U.G.C. will be available for a period of x five years for the proposals accepted by the commission and this assistance will be outside the plan allocation of the university. This step should be welcomed whole-heartedly, the same programmes thus enunciated would be open for evaluation by interior and exterior agencies.

Although continuing and extension programmes have been conducted by the Universities since 1970 yet there are issues which are responsible for the lethargy and delay in the implementation of these programmes. Some

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academicians are of the view that these programmes require universities to dissipate their energies on activities which do not really belong to them. Their concern is that the falling standards in teaching and research will deteriorate further if the universities accept the responsibility of extension programmes. The university of Delhi until now is having these programmes only on papers with no positive results or a performance of merit, with no continuation in the units of continuing education viz. correspondence N.S.S. School of Social work and extension work. The units, cells departments are working in isolation somewhere in a corner and bringing out one or two reports on seminars. Adult literacy day celebrations or visits of delegations or attending the same elsewhere without factual work on the field. This is very true of the department of continuing education whose Head Mr. Bhatia who should be otherwise amicable and cooperative, is self assuming and stiff necked far away from cultural norms to talk to a visitor satisfying his quests for details within the departments purview.

The work of Adult and continuing education is part-time. Maturity of mind and a better grip of reality by virtue of experience of the world compensate for the work prior to literacy training. It is through the

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function of extension that the universities can discharge their obligation to the community. Such programmes as are designed to meet the needs and solve the problems of the target group should be planned pragmatically. Organisers commitment and conviction towards social service and optimistic and liberal outlook are pre-requisites for extension programmes Step-motherly attitude on the part of planners and functionaries of the extension programmes will kill the very purpose of these programmes.

It might be worthwhile to note some reasons for the failure of extension activities in the universities. A person without deep conviction and knowledge of extension activities could be a misfit to discharge his duties. Sometimes incompetent persons have to be promoted due to political pressure. For extension programmes persons who are successful as academicians and command respect from toher academicians and administrations should be preferred. The success of extension programmes depend on the organisational ability, dynamism, initiative, knowledge creativety and perseverance of the person.

Extension department should not be looked upon as something peripheral and should be viewed as an integral part and function of the university.

2. Action research needed in the area to be carried out by the researchers in the universities.
3. Massive programme of motivating and enthusing adults, training voluntary workers and institutions in the jurisdiction of the university.

Continuing education programmes have gained strength in Indian Universities since the last decade. Summer institutes, summer schools, summer courses and refresher courses organised by various departments of the universities attract personnels/professionals to learn about new developments in their fields. Various seminars and workshops organised by different department of the universities provide forum to scholars and experts to exchange their views, discuss the problems in their fields and to become aware of the new trends and developments in their chosen professions.

The School Teachers of Delhi as elsewhere are not only stagnating in their pay scales but also in the knowledge of their teaching subjects. Twenty to twenty five years stay in a dome without any refresher courses either at the State Institute of education or at the university has made them routine ~~uninnovative~~ minded and uninnovative in skills, creativity is a far cry. The standard of education must come tumbling down with

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Talking about Adult Education in the context of university we mean alround education for adults which would help in the development of personality; wise and public spirited citizenery.* Adult education our country is a voluntary movement with all the merits and demerits of voluntary efforts. While lack of an organised system and continuity in the programme are the main defects, initiative, channelised energies and dedication to the cause are the merits of voluntary effect.

The Adult education programme of universities should serve three main purposes:-

1. Development ~~ment~~ vocational skills and help in better professional skills.
2. Personality needs of adults for communicating with other people who are interested in the same thing.
3. Prepare adults for community action.

Besides these general purposes the other specific ones are:-

1. Training to the key personnel and field functionaries with technical help as is not available elsewhere.

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such state of affairs. The subjects incharge in the state institute too being on the verge of their retirement do not want to take initiative and put up fresh proposals to the finance for allocation of funds as these funds will lapse for not conducting a programme. A study into the working of such slack and sick institutions, department be conducted and suitable measures be taken to reform them in the interest of education and the beneficiaries at large.

The Universities may organise general education courses in humanities, social services and sciences to enable an average citizen to keep his knowledge up to date and understand public issues and the significance of the progress in the economic social and scientific fields. For many a citizen the problem of 'Foreign Citizen in Assam'. Crisis in Sri Lanka, Important decision of Supreme Court like 'Escorts and Life Insurance Corporation of India, Antulay expulsion, The National Awami League and its Administration are issues which people wish to know in details. The white paper and its tradition too requires an academic treatment.

Professional courses in human relations, leadership and management skills, programmes for workers education,

G.S.T.A. Times, A Govt. school Admn. Cadre Teachers MAGAZINE

(Monthly) Vol. III No.5 Sept./Oct. 1984.

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training of personnel, programmes for the rural community etc. are some other continuing education programmes.

The purpose of the continuing education programme through the news paper column 'Todays' Programmes are useful. Indian social institute, Indian International Centres, Indian Cultural Institute Azad Bhavan, The National Museum of India Auditorium for memorial lectures etc. etc. have been organising lectures of much enlightenment. The Rama Krishna Mission, Gandhi Peace Foundation and the other voluntary bodies have to their credit the distinct characteristic of human relation discourses.

The meaning of the term university extension is to be understood in three & ways.

1. The Extension of University to the whole community.
2. The extension of University education through out the life span of an individual.
3. Extension of what a university stands for to all the vital interests of life.

1. The Guidelines of the U.C.C.

1. ~~Enrich~~ ~~and~~

1. Enrich higher education by integrating it with continuing and Adult education programmes and

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extension work.

2. Faculty and students exposed to field experience and participate in extension research and action research.
3. To cater to the needs of less privileged or under privileged sections.

Individualised Instruction for Dropouts .

When a large number drop out from the city schools, specially in Delhi, it is really a matter of concern. In Delhi we have arrangements for all types of education starting from the lowest level to the highest. Government offers stipends, scholarships, freeships, free books and stationery and other facilities to all those who are needy. At primary level there is provision for free mid-day meal, books and uniforms. There are schools in every locality and at walking distance too. In spite of all this if children drop out, valuable resources which could otherwise be utilised for building hospitals roads, houses are simply wasted.

The problem of wastage in education in complex and deep rooted young people nevertheless have to be educated. In a symposium report (1975) it was pointed out that -

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- Young people have a longer span of life, hence will benefit more than many others. They have felt need and stronger determination.
- They have abundant energy and potential required to serve the community.-
- They are usually more responsive to the needs of the people.
- Attitudes formed in younger age are important in determining the future course of action.

Besides, education also enables them to develop their personality and improve their productive potential, Educating girls is specially important because they are the future mothers. But slums are deterrent to the education of all those who can be educated especially the girls. The enormous congestion and extremely low standards of hygiene and sanitation of the shelters and surroundings can be a possible alternative for the education of girl dropouts in city, slums through self instruction; we can provide them with reading material which they can read during leisure hours. The material should aim at strengthening the skill and securing information for raising the efficiency of a person.

Individualised instruction programme (IIP) is one approach to self instruction. The individual can choose his own reading material, read it at his own pace, at a place of his own choice and at a time of his own convenience. The belief is that -

1. Learning is purely an individual matter.
2. Self learning is possible.
3. The individuals differ in learning abilities.

The reader can make his own selections based on abilities, have a variety of material to have unlimited practice, test and retest his competency and achievement, start and stop according to his own convenience.

Reading material is often rejected because the language is difficult or print is too small. Difficulty with regard to reading material increases with the use of unfamiliar words, long and complicated sentences, too many ideas presented together or absence of suitable examples. The material should be provided having tested it over a population with specific socio economic background.

Real threat is to the health not only of those living in the area but also around it. Unemployment, poverty and frustration are other dominant features of slums

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giving rise to deviant behaviour like criminality, alcoholism, juvenile delinquency and drug addiction. Slums have been an inseparable part of urban life particularly of industrialisation and fast growing urban ~~life~~ centres. Even in the most affluent societies, slum communities have to be reckoned with spite of all the consequential repercussions on civic life.

Delhi, a metropolitan city, is the nerve centre of political social, cultural and commercial activities. It is multifunctional employment base and therefore, attracts a large number of migrants. As such its population has grown from 14 lakhs in 1951 to 62 lakhs in 1981 and would soon touch the mark of 70 lakhs. The infrastructural facilities in most part of the city are being strained to a breaking point and the citizens have already started facing housing problem and shortage of health and civic amenities. When we talk of environment improvement programme and allotting tenements to squatters, the facilities are not properly utilised for want of education and desire for improved living. Males, however manage for an outing but female members remain confined. Girls are the victim of unprogressive and orthodox thinking of the parents. They are withdrawn from school and entrusted with the responsibility of house-hold ~~work~~ chores.*

* Role of Womens organisations in Adult education, Seminar on eradication of illiteracy 1966, Sreejini Varadachari.

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After abandoning education girl never get an opportunity to read and write. Their literacy skill, is not so well developed that it would last them for life. The chances of their attending a non-formal education programme are grim because it means seeking permission of the same parents who have been instrumental in their withdrawal from school.*

Keeping in mind the requirements of the girl dropouts living in Delhi slums, reading material of the self instructional style was specially created. The dialogue technique was used. It was found that when the character are talking, they are selected from among the people for whom the dialogue is written. The arguments thus are very lively and familiar. The topic selected was from the area of food nutrition. Nutrition, we know is necessary for keeping good health. In order to keep up with the work efficiency and good health it is important that the limited monetary resources that they have are spent wisely. Nutrition xx education to women help raising the status of the family. In a teaching-learning module sequence in the content was maintained direct and one idea was presented at one time. An inbuilt system of reinforcement of facts was also incorporated in the

* Neglect of female education. A risk for the future family planning programme Vig. O.P. Social Change Sept.

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dialogue, simple sketches in black and white were used for illustration with neatly handwritten material.

Field testing of the module revealed encouraging results. The first reaction of girl drop outs, after reading a few pages was "This is our own story." They gained not only from the method of self instruction, but also showed interest in such type of material. They always looked forward to the visits of the researcher and made requests for more reading material of this type.

Why do people fight shy or shrink attending the
Literacy Centres.

Our cultural heritage is such that any reference talk or discussion on education is taken with great reverence even by those who are illiterate or so called backwards but it is a paradox that even though the masses appreciate all efforts for achieving education at any level yet little headway is witnessed towards the art of reading or writing through which they (people) can benefit in economic life as well as a means of enjoyment or enjoyment of silent reading. What is the reason behind it? No doubt education or skill requires a concerted effort. As a matter of fact learning is a time consuming exercise with some seriousness. The gains of literacy and

continuing education can be enumerated to the people but where is the patience for their realisation. Really there is a gap. That gap is to be filled in first. The fine art cannot be appreciated by a common man because it is too abstract. The dialogue cannot be entertained because it is too versatile. Now there are two things to be designed, either the voice (publicity in common term) is transmitted to the people around like the news of arrival of Kerosine oil or wheat at the ration shop as people are apt to get these commodities being their basic needs, or the media (it may be language also) be made so appealing and convincing to transmit the gains of literacy.

As a human nature is, the individual is squarely convinced of a programme if he is assured of immediate gains. The pattern is exhibited through various advertisement of Bank deposits with sumptuous interest rates and bonus benefits. Equally the effort of the public are also accelerated. There is a direct relationship between investment and earning. Earning and physical facilities. But this relationship is seen with a void between some education and economic gains.*

There are now two ways. We have discussed the liberal ways first. Each step of adult education be attached

* Adult Psychology and the literacy drive Educational India July 1968 page 3-5.

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to some economical gain. It may be a preference in approach at any level. It may also get to the learner some reward, as a token of his achievements in acquiring a standard of written word. This step is useful till the learner himself realises the gains of his education. The peripheral objective in this approach is to make education meaningful with some material gain. No doubt the Adult is better developed than a child yet the psychology of inclination is very much true at all stages of life. No person is always busy. Surely he has some hours of leisure. Hours of leisure can easily be exchanged for some material gain, be it a ~~50~~ 50 paise worth. The second way is a bit coercive and exhortive. Penalty can be imposed for not being literate. Although penalty will come to a person (one is being penalised for several losses because of ignorance) in all economic transactions and loss of opportunities. But these penalties will be quite vocal when refused Ration for a week from the Fair Price Shop, loss of right to vote for want of literacy. But the exhortive approach is inhuman in some respects.

Seeing the alarming gigantic figures of illiterate in some regions/parts of the country we wish to bring th

* Adult Psychology and the literacy drive Educational India July 1968, p-3-5

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An illiterate should not smell a racket, a bluff or mere show in the entire dramatic exercise.

Almost all Departments, public undertakings Enterprises, establishments and Institutions have economic benefit procurement avenues to offer or suggest parallel and alternative directions which may ultimately result into job opportunities. The functional literacy programme is geared to equip a youth with the knowledge to engage himself in economic benefit pursuits so that he fulfils his needs of day-to-day life. Other objectives of social education are realised simultaneously viz. self-satisfaction, attitude formation, improving the standard of living through acquired behaviourism and also spiritual elevation.

Ours being a welfare state is committed to peoples amelioration and betterment of these avocations. The approach through earlier plans had been towards developments. Development no doubt was perceived on National level in economic figures yet it was realised that a fair & equidistribution of resources could not be channelised. The benefit of developments did not reach directly the masses. Our fifth and sixth five year plans provide provisions

Literacy and development B.K. Seetaramiah.

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where within the fold of programme every man and woman can become a participant and as such according to his abilities, brushed up and sharpened through various training programmes, can contribute to wealth of the nation carving his own career.

Breaking through the walls of dejections, disappointments and make headway with newer directions a man can exploit the resources around him or can utilise the the resources provided to him. The proceeds of which to be utilised elsewhere.

Literacy is a means to get oneself informed about the events of interest and concern. A means of communication through which a definite quantification and exactness can be established. The efforts to make a huge population literate have been constant through voluntary bodies forming a part of their social work. But a realisation of the fact that Adult franchise and democratisation of oppo tunities is possible only when the entire population is literate. The Government of India launched a massive programme of adult literacy popularly known as NAEP, the target being that we have to achieve 100% literacy by March 1990. As different institutions have their own way of imparting education but the objective is self fulfilment and well
~~back~~

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being of the society. Similarly a number of voluntary bodies like All India Panchayat Parishad, all India Women Council, Bharat Krishak Samaj, Government Department like State Social Welfare Board, Directorate of Social Welfare, Directorate of Community Development (Village and Urban Development), Social and Civil Amenity departments of Municipal corporation and Municipal Committees and Ministry of Homes, endeavour to establish community centres and provide special grant in aid for the uplift of backward and schedule caste population. Through university Grants Commission, grant-in-aid, to provide an opportunity for youthful extirpation all these agencies concentrate their efforts for bringing about a dynamism and upward mobility. Awareness is the common factor of all the programmes in hand. Maximum benefit can be achieved when an individual is equipped with awareness.

It will not be out of context to mention the effects of guidance and counselling programmes to choose ones career in life. This too adds to awareness.

The Directorate General of Employment and Training through its technical and advisory unit Central Institute for Research and training which comes under Ministry of Labour, has grossly publicised through its manuals pamphlets,

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booklets and brochures which provide a first hand information for meaningful employment. As now onwards various academic bodies like schools of correspondence course, open schools provide ample opportunities to the disadvantaged groups and drop outs to continue their education, there has been a six fold increase in the number of literates below class X.

Consequently, the number of matriculates and higher secondary job seekers at the employment Exchanges has also been increasing. Delhi alone has the figure of 4 lakhs job seekers (although other states too contribute to Delhi's population).

Most of the job seekers are interested in wage paid employment, that too in government offices and public sector establishment. Our developing economy cannot provide such employment to these millions of young persons leaving schools year after year. Therefore, it should not be the aim of every boy and girl (any adult) to join the long queue of employment seekers wishfully hoping (quite often for long periods) for salaried jobs. It would be worth while for the enterprising youths to seriously consider the possibility of creating self-employment opportunities for themselves - "Be your own employer". The broad fields of self-employment and entrepreneurship are both in urban and rural areas. These include agriculture and farming, small scale

industries, agro-industries, rural and forest based industries village arts and crafts, cooperatives, business and trade, foreign trade, maintenance and repair workshop etc. Training and apprenticeship facilities, credit availability from banks and other financial institutions, purchase of raw material, hire-purchase of machinery etc. amply shed light on avenues where a bright career is possible.

Interview with youths has evinced that they have a sense of insecurity and confusion; got mixed in a galaxy of choices. It is always advisable to analyse ones background. No individual is without a background, so one should analyse ones family background, relations, friends and family traditions. One must try to get the maximum benefit of their experience and resources. Quite often, an ancillary enterprise or a supplementary project can be started linking up with the family business or occupation. One may set up an agency (shop or office) to purchase for the family enterprise raw materials, to provide packing and finishing materials to take up packaging, labelling, transportation, despatch or booking of finished good or to organise sale of its products, bye products, waste materials and remnants for another industrial or consumer product. There are limitless possibilities and ways of turning some seemingly useless material into things

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of utility, such as domestic and kitchen ware, toys and decorative articles.

One should analyse oneself:

One should be honest and dispassionate in analysing self.

" Do you have to work within the limitations of any family labour and the like."

One should take into account ones physical disabilities, if any, and medical history; any speech or hearing defect, physical blemishes or serious ailments.

A careful self analysis will help in finding the possible directions in which one can fruitfully seek self employment.

Study of Market

Any enterprise to be paying has to be organised within the overall condition of the market. One should examine the possible return on ones proposed investments after accounting for liabilities, depreciation, reserve funds etc. For this one should study the market conditions. The rough but total demand in the area where one plans to operate, and the supply of other establishments. If one is planning to do shop keeping or retailing one should also study the choice of location, consumer demand and competition in the line.

Acquiring Technical Know-how:

There is no substitute for knowledge and experience. One should not venture into any field without proper knowledge or experience. It is here that one may acquire the necessary technical know-how either through the institution (final training available) or through the job training/experience (in a relation's/ friends, concern) or as an employee or through a formal apprenticeship if available.

Small scale entrepreneurs may also contact the Development Commissioner small scale industries or the nearest small industries Service Institute/ Extension Centre for selecting a suitable line of manufacture and for technical know how and assistance.*

For finances one should check up about the extent of credit facilities offered by the local branch of the State Bank of India, nationalised and commercial banks and other financial institutions operating credit schemes.

Premises

Premises, whether for retailshop, repair shop or industry should be fixed up after carefully selecting the location. Quite often the project can be started in one's own-house or even in a shed or shack. Self employed artisans and craftsmen need not go in for expensive premises for their workshops. Cottage industries can similarly be

be started to begin within the backyard of ones residence. For small-scale industries, workshops may be hired in an industrial estates. For purchase of raw material assistance is also offered by the Industrial Credit and finance corporation and the national small industries corporation.

Organisation of sales whether in a small shop or of agricultural produce, or of industrial goods requires a system besides skill and energy. This important aspect of running an enterprise can be learnt through on the job training in a similar establishment or by undergoing a prescribed short duration course in Sales, small scale entrepreneurs can avail themselves of the training facilities offered by Small Industries Service Institutes and by the Institute of foreign trade (Those planning to enter import-export trade).

Agriculture and allied fields farming (food crops, cereals, vegetables, fruits cash crops, vineyards etc.) horticulture, horticulture, poultry farming, piggery), dairy farming, fisheries can also be considered for getting state assistance.

Some trades

1. Sale of fertilisers and agricultural inputs.
2. Preservation and canning of fruits.

3. Milling and dehushing of wheat and other cereals.
4. Coir and coir products.
5. Contract jobs, petty suppliers for Government and private establishments.
6. Goods carriers - organising managing and operating.
7. Handicrafts.
8. Hiring services - furniture, crockery, household fixture.
9. Insurance, auctioneering, real estate dealing.
10. Engaging craftsman and technicians.
11. Owning and managing tea stalls, catering services.
12. Personal services establishments, hair dressing, beauty culture, laundering, dry cleaning, caretaking, crotch facilities.
13. Rural cottage industries, Reeds, bees, Seeds Jute products.
14. Secretariat Service in groups, typing, duplicating services.

Quite often the best way for school learners and drop outs to prepare for self employment is through full time training or apprenticeship course in IITS

Appropriate facilities in engineering and ^{are} and non-engineering trades available in various establishments. A considerable potential for self employment has been noticeable in the urban and some urban areas because of modernisation and green revolution.

Since all schools are considered to be community centres under welfare plans, it is desired that the Director General of Employment and Training along with Director of Industries should display career opportunities on a big chart assembling and compiling integrated information on self employment through out the vacation periods as and when they have publicity campaigns. School premises are approachable in all localities like polling booths for elections. For on the spot guidance visiting hours of the guide may be mentioned. Guidance at various employment exchanges is not sufficient for fuller awareness.

As a result of electrification electrical appliances are being increasingly used even in rural areas. The House building material is another aspect of engaging in fruitful self employment. Mechanised farming has resulted in the wide spread use of tractors, agricultural implement and water pumps. The new trends in modernisation and industrialisation have created a demands for trained craftsmen for production and installation of equipment and also for their effective repairs and maintenance.

These courses are primarily intended to equip the trainees with the knowledge of trade processes and also to acquaint them with the product oriented skills. Elementary theory covering estimation, simple calculations, and blue print reading is also taught. The duration of training is 26 weeks, 2/3 of the period being utilised for practical work.

The curriculum includes training on a few allied skills, closely related to the main trade, in order to render the trainees more versatile.

After completion of intensive training trainees are authorised to take a loan from banking institutions. The scheme, having as it does, the two distinct objectives of intensive training and promotion of self employment is being operated and implemented by State Directors of Training/industries.

The All India Handicrafts Board New Delhi offers advanced training to practising craftsman under the Master craftsman scheme. On completion of training each trainee is provided with tools and equipment and helped to raise adequate capital.

The State Bank of India and other nationalised banks have also introduced liberalised schemes to help craftsman in the field of handicrafts by granting them

against the security of personal bond for the starting of industries.

There is considerable scope for private practice in physio-therapy, occupational therapy, radio therapy and electro therapy medical laboratory technology in urban areas. Qualified personnels in these fields can establish their clinical laboratories independently to offer professional services in these fields.

There are careers in territorial armies by training the citizens in the defence of their motherland in different units. Urban and Provincial units are financially based both for enterprise of vitality and extra income.

National Service Scheme Avenue for Adult

Education in Rural Area.

A huge amount of money and other resources are being pooled to eradicate illiteracy completely from the country and educating the rural youth is an important aspect of Adult education Programme launched by the Government of India at the national level. It is being felt that voluntary organisations and non-Government agencies should also be involved in promoting education in rural areas. The educated manpower available in our colleges and universities could be a valuable and easily accessible asset for organising education programmes.

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Education is a socio-economic process and with it literacy component is a training in communication skills. The young students of our universities seem to have potential for this kind of work and the N.S.S. is well suited to the requirements of an adult education drive in any area.

The first phase of any adult education programme is to know the people for whom it is to be designed for example the outer Delhi Areas can be served by the colleges of Delhi Administration on the Ring Road like Sanatana Dharam College and Shradhanand College, Shivaji College too can specifically select the area of its operation. There should be no overlapping or duplication of programmes by the visiting teams of NSS workers causing irritation and repetition. The specific problems and needs of the area should be identified first. Feasible solution with the interest evinced by the people should be thought out. A region based curriculum for teaching and learning can be designed together with the media. This pre-instructional phase provides to the adult educator an opportunity to know his client, their likes and dislikes, needs and interests and the problem area before he takes up actual teaching.

N.S.S.

The knowledge of a given region and the use of their knowledge in stimulating the people to participate

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in educational activities are important. The students, of Kamla Nehru college and Gargi College, very much absorbed in the convention of Posh Colonies like Panchsheel, Preetivihar, Sarvodaya should go deep into the servant quarters, residences located in the rear sections and develop familiarity with old habitants of Shahpur Jatt village, Beghampur and Khirki village. For this a survey of the region is essential. The volunteers of N.S.S. may prove their worth in carrying out these door to door surveys. Besides being the members of the same society and part of the same culture students will not only be able to elicit the desired information more efficiently but may also be able to suggest specific areas of learning required for the region.

The society of rural areas is typical with its own caste and class structure. The people live in conditions characterised by economic hardships. The hardships are highlighted by squeezing of residential space for the expanding families in the village after the acquirement of land. The family seems desperate, in a dilemma having lost pasture land for its cattle and with no other source of income in view. In some areas the agricultural output is very low due to lack of irrigation facilities. Alternative to agricultural^e, jobs have not been developed. Facilities for education are limited and not adapted to the requirement of village life. The common

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villager lives in isolation with hardly any exposure to mass media. or with little understanding. His belief in the tradition bound practices is strong. Normally an adult educator appointed by some external agency and belonging to a different socio-cultural region feels like an intruder and cannot help developing prejudices. In such a situation college and university students of the region can work more effectively and are better equipped to introduce themselves as persons interested in the amelioration of villager's economic condition.

Being well versed in the local dialect and utilising the cultural ^{hues} ~~houses~~ they can communicate with the people better. This fact was better brought out by the students of Ranjas college ~~when they held~~ their N.S.S. Camp around the villages of Jahangir Puri resettlement area in December-January 1983-84.

The farmers with small holdings sow low production varieties and rarely make use of pesticides and fertilizers. A programme to disseminate knowledge about modern agricultural practices is an immediate need of the region. The students can educate people in various ways and help them in adopting modern agricultural practices. Student of various disciplines should share their duties to disseminate knowledge in various branches. There are a number of other secondary occupations with immense

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potential for creating appropriate jobs in the region like local crafts and home industries. A consciousness towards the environment and its use in a planned way is also to be developed. This requires sincere efforts in the planning of specific maintenance courses both for students and as contents of instruction to the people. The involvement of all the sections of the society must be ensured. The N.S.S. may take up these courses in a selected village or a group of villages. Special Adult education camps could also be organised. A coordination with social development department can be established.

There is a need of long and short term plans and a clear definition of the specific schemes to be taken up in these villages.

These schemes should be drawn up by the concerned authorities in consultation with the programme officers, students and village people.

Raising the standard of living is the ultimate goal towards which adult education efforts have to be directed. Economic betterment is just one aspect. There are other areas like health, hygiene, nutrition and family planning in which the people, specially near Khampur labour camp, stone crusher units need education in order to lead a happy life. The Housing pattern is unhealthy with poorly ventilated rooms and improperly situated cow

cow-sheds. The villager's habit of using open land, and upper and lower ridges of hill for excretory purposes, has polluted the area and village wells with the result worm-diseases are very common in the region.

Female volunteers of the N.S.S. could organise cooking classes to teach women how to prepare tasty, nutritious and inexpensive food. There is also a need for programmes aimed at changing the peoples unscientific practices and superstitious belief and making them appreciate the advantages of small family. The concept of saving is alien to many of our villagers. They depend on loans for which they pay heavy dividends. There is need to make them realise the importance of saving and provide information about the various loan lending facilities and schemes of banks post officers and other agencies. The religion-cultural aspect of village life is an other area that could be covered under the N.S.S. The volunteers of N.S.S. could organise public shows, dramas etc. to convey messages of social importance. Restoration of social values in the village society is an important task and visual presentation of the material on them like honesty, truthfulness and hard work is likely to be very effective.

The behaviour of political parties and local leaders have sparked off value conflicts. Values like

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respect for elders and faith in humanity are fading fast. Efforts through N.S.S. need to be made to re-establish the time honoured values.

As a citizen of a democratic country we are expected to participate directly or indirectly in the administration of our own society. A sense of duty towards the nation is lacking in our country. The participation in national election is very low. The crime rate is increasing day by day. The growing materialism in the society has encouraged society to adopt illegal course. Developing national consciousness and a sense of duty and truthfulness towards the nation seems to be the need of the hours. The N.S.S. could work on this task of national importance.

The inaugural addresses and convocation sermons of our universities should bring these value to the fore front and appeal to the students to work beyond self.

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CORRESPONDENCE COURSE BY THE
DIRECTORATE OF EDUCATION, DELHI

The school for correspondence courses started in 1968-69 has gained popularity on account of its utility in providing education at secondary and senior secondary (10+2) through correspondence to those who due to one reason or the other had to leave their regular schooling, but want to pursue their studies. It has proved useful to house-wives, military personnels, Indian citizens residing abroad and those who want to learn while earning. The plus 2 system of education was introduced with science as compulsory subject at secondary level with effect from 1977-78. The school runs the courses both of 2 years duration viz. All India Secondary and All India Senior Secondary Certificate Examination. At the Senior Secondary level too the school is imparting education in humanities, commerce and science streams. All the academic materials are sent to students under registered post with necessary directions to send their performance in the subjects by answering the questions sent alongwith the academic material. An outlay of Rs. 10 lakhs for covering about 12000 student has been provided in the annual plan.

1983-84. The outlay is meant for salaries of staff and other expenditure on items connected with the scheme like printing and despatch.

Establishment of Evening Schools :

The first evening adult school was started by the Administration in 1968-69. At present there are 4 senior secondary schools and 8 secondary schools for adult running as evening schools with a enrolment of 5000 adult student. During the current year the enrolment is likely to increase from 5000 to 5500 adults. Consequently the additional staff for additional enrolment is to be appointed. Also it is proposed to upgrade one secondary school to senior secondary. A sum of Rs. 12 lakhs has been approved.

The utilisation plan is as shown below :

- | | | |
|----|---|------------------|
| 1. | Pay and allowances of the existing staff | -Rs, 10,72,200/- |
| 2. | Liabilities for the new posts to be created | Rs. 1,90,000/- |
| 3. | Other charges. | Rs. 18,000/- |

M.C.D.

The Municipal Corporation has a net work of community centres and community halls spread up all over Urban and rural Delhi. The Municipal Corporation has restarted the functioning of its centres after a temporary

gap because of administrative reasons. The community centres are restricted to literacy as the content where as community halls provide multiple activities for men and women. Non formal schools on the pattern of Delhi Administration are also run for the age group of 6-14 for deprived children. The community centres are staffed by part-time instructors and the community halls have full time community workers. The organisation has promotional avenues for active and result oriented workers. The list of centres can be seen in Appendix. Although efforts are exerted to provide education standard of Class IV level yet the achievement is not encouraging. Most women centres show a good attendance due to productive and earning oriented training together with healthy entertainment. Some centre provide dance and music training too as component of Adult education to appreciate art and culture.

New Delhi Municipal Committee

As a first step to eradicate illiteracy NIMC has been making efforts to re-organise its social education programme by establishment of social education centres both for males and females. The scope of social education in NIMC is not merely confined to literacy but efforts are being made to make education both functional and job oriented. At present 66 such centres are functioning

including two centres opened during 1982-83. All the centres are being supplied with equipments such as sewing machines and knitting machines. Each beneficiary is being supplied with stationery and text books. The public response to this programme is quite encouraging.

One social education officer, 2 assistant social education officers, one clerk and peon have been appointed. An amount of Rs. 1.00 lakh has been approved for the year 1984-85. Profiles of centres can be seen in the appendix. As discussed earlier NIMC area is very much exposed to educational facilities and the illiteracy percentage is comparatively lower due to Govt. servant colonies within the NIMC area. The clientele surveyed evinces liking to upgrade their economic means by making the domestic life richer to supplement income for household chores or save through self-help avocations pertaining to handicrafts and skills.

The centres run on full time basis and the staff appointed too is whole time.

Education of the Group :

Peoples Action for Development (India)
(Registered under the Societies Act 1960).

The objects for which the Society is set up are :

1. To promote, aid assist help, finance, guide, organise, plan, undertake, develop, maintain, carry on, channelise and coordinate projects, programmes and schemes primarily related to integrated rural development including the development of Natural and Human resources, irrigation, water management, soil conservation, land reforms, improved agriculture, dry farming, animal husbandry, fishery, livestock poultry, household, cottage and village industries, infrastructures (link roads), communication, energy, educational and social service (Education), training, research, science, appropriate technology, diffusion of useful knowledge and information, health, hospital, maternity centre, family planning centre nutrition centres, housing, community development, creation of employment opportunities, self reliance, improvement in the quality of life of people in general and economically and ecologically handicapped sections in particular and any other programme of people action for development in rural areas and the community at large.
2. To strengthen and promote voluntary efforts in rural development through building up of local leadership, local institutions/organisations and trained workers particularly among the weaker sections.
3. To assist in removing regional imbalances in the field of rural development.

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4. To encourage adoption of modern techniques and appropriate technology for increasing rural prosperity.
5. Training in latest technologies through work experience in agricultural and other operations - farm management practices.
6. To impart specialised training both on the campus and off the campus to woman not only in agriculture but also in home-science and other relevant fields.
7. To help farmers particularly small and marginal farmers, rural artisans and agricultural labourers by providing them integrated services and facilities for increasing employment, production and income by organising services for distribution of agricultural inputs and consumer goods.
8. To assist and organise the construction of tanks canals irrigation works, sinking of wells, roads etc.
9. To try to persuade non/Governmental and governmental agencies in the implementation of projects for enhancement of rural prosperity.
10. To prepare, print, publish papers, periodicals and books in furtherance of the objects of the society.

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11. To establish and maintain information services and libraries.
12. To collaborate with other institution, food and Agricultural organisations of the United Nations.

SELF LEARNING

(For a better tomorrow through OPEN SCHOOL).

Established by the Central Board of Secondary Education, New Delhi in July 1979 as an alternative to formal schooling, open school aims at making educational facilities available through the use of distance teaching methods at the secondary stage. The scheme is designed for dropouts, working adults housewives and disadvantaged sections of society, yet another chance to further education. Open school through its print materials and personal contact programmes takes education to the door steps of the learner. Enrolment has raised from 1500 in 1980 to 5000 in 1983.

Successful students are awarded a certificate by CBSE equivalent to secondary school examination conducted by it under the formal system of education.

The Courses are:-

Secondary school level course classes IX and X.

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Bridge or preparatory course (Class VI to VIII)
Class VIII pass from a recognised institution ^{or} direct admission to secondary level course; student with lower achievements but not below class VI can join bridge preparatory course leading to secondary school course. Anyone above the age of 14 years can join. The medium is Hindi or English for instruction and examination.

Option for studying any five subjects (one language compulsory) from Hindi, English, Mathematics, Science with or without practicals, social sciences, economics, commerce, home science with or without practicals) Typewriting of Hindi or English. Easy pace of learning. Choice of studying one or more subjects (upto 5) at a time according to ones own motivation and preparedness is an added facility.

Secondary school examination at the end of Secondary Course (IX and X) twice a year in April, and October, As many as 9 (nine) chances in five years can be availed of from the date of registration to clear the required number of five subjects. Credits for the pass subjects will accumulate till all the five subjects are cleared.

Instructions provided through the printed lessons wherein the subject matter is explained step by step in simple language, a great help in self learning.

No external help is required.

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For further help of the students and removal of their difficulties programmes are organised for face to face teaching at selected places in the country.

Student assignments provided at the end of each set of lessons are helpful in revising the subject matter. The assignments are assessed and sent back to the students with suggestions to help them to judge their own progress. Students can also get their doubts clarified through correspondence.

Registration Twice a Year:

May 1 to August 31 and November 1 to January 31, Applications can also be accepted on payment of late fee of Rs. 15 per subject if received late by 30 days. Minimum period of Eight months should have lapsed between the first Registration and the examination for the secondary level courses and 15 months in respect of Bridge/ preparatory course.

Tuition fee includes cost of instructional material. Unless all the subjects are cleared the students are not eligible for a pass certificate.

The emphasis is on one language and English or Hindi typing to enable the students to fit in a suitable job. Exposure to other subjects enabled the students to look for future career. The credit system to cover the entire

course in nine attempts is open to evaluation whether such success be counted equivalent to those achieved in attempt in formal system. On one hand the Board is so rigid as not to award a division and mentions particularly passed through compartment even if the overall total of marks makes the candidate eligible for 2nd division, on the other the Board through open school provides facility to learn at ones own pace. The Ministry of Education according to the Director of Open School proposed to institute open school to cope up with the increasing number of drop outs at various Stages of the secondary school and to check wastage.

The enrolment shows that the open school could attract the students mostly from Delhi. The only facility it provides is a Bridge course to cover up the study gap. The open school differs from the patrachar Vidyalaya of the Directorate of Education in printed material despatched to students. The latter one is more identical to formal system evaluation and conduct of examinations. The open school with available funds has modernised the students service and adopted certain norms of Adult education in Advanced countries. The recurring budget for 1982-83 was Rs. 16,72000 for a total number of 5038 students.

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Kashmir	2	Kerala	7
Himachal	2	Tamil Nadu	16
Punjab	5	Eastern Area	18
Haryana	63	Bhutan	373
Delhi	4378	Bihar	3
U.P.	68	Bengal	20
Rajasthan	30	Orissa	7
Gujarat	2	Andhra	3
Madhya Pradesh	3	Lakshadweep	5
Karnataka	4		
Kerala	7		

Age group wise enrolment.

2435

1466	1104	33
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14-16	17-21	27 - 45	45 onwards.
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Categorywise

470	80	4470
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Sch. Castes	Sch. Tribes	Others.
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Sex wise

		4874	4674
	3702	414	
1336			
<hr/>		<hr/>	
Female	Male	Rural	Urban

The overall view projects that the open school caters more or less the needs of candidates around Delhi. The labour intensive activities of the open school have brought one point to the fore, that despatch of instructional material to correct persons sent on scheduled dates is as difficult a job as writing lessons.^u

ADULT EDUCATION : BADARPUR PROJECT An Appraisal

(Directorate of Education Delhi Administration Delhi)

5th July 1983.

The researcher reached the project office at 11.00 A.M. Shri R.B. Kaushik supervisor, who is perhaps the senior most in the staff and has to his credit a deep affiliation to the life of the people of the area replied to the queries with zest and perseverance.

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Asked about the clientele, the centres have to guide in adult education centres, Shri Kaushik said that most of the illiterate people who were earlier working in the farms as labourers are not employed in the Power House.

Badarpur Power Station:

It is matter worth quoting that Shri K.L. Rao, the then Power and Energy Minister had at the initiative of Shri Kaushik promised to engage maximum number of people who were working on the land before it was acquired for the Power Station. A similar step can also be taken in other states too to benefit the people. Similarly a few others have diverted to factories nearby. The Development programmes under the community development are not much to be seen and as reported loans extended by the Government through the banks were not fairly distributed. The impetus given for fishery and poultry do not interest much to the local people because of their social status.

The project runs 29 female and 27 male centres in the semi urban village. The enrolment is 1395. The centres apart from literacy programme also conduct craft classes but most of such craft centres are woman learners. Most of the centres lack ^{inputs} and impetus like raw material for organising craft work. Some areas although quite prone to adult education do not have to their fortune a suitable

instructor. However class VI pass energetic and a promising young lady who offered her services as instructor could be absorbed suitably, should the authorities have no objection on it.

The job potential according to the peculiar local conditions are enormous. The Jamuna Khadar as a natural vegetation provides huge raw material for chatai and Basket making. The product can immediately be encashed in the nearest factories and site construction. Bulk and enblock residue of Rakhi (ash) from the Power house as well as other factories can be used for making light weight bricks with other ingredients and the local people will have open employment opportunities. Huge big farms owned by influential people and power magnets have resulted in minimising farm produce as these are used as retiring rest houses of the lords.

With the participation of the people supervisors have the conviction of starting cooperatives and programmes of development, for this purpose the researcher referred Peoples action for development. A.1 Nizamuddin (a Govt. of India Undertaking) which allocates grant in Aid for Socially useful development project, guidance in designing projects is also one of the functions of the said agency.

The supervisors can visit these centres twice or thrice a month. It is a general experience that for want

of material ^{the} one, centres cannot gain confidence of the learners. To win over the learners a viable programme with dependable results is necessary. There should be a central depot wherefrom learning materials and other useful tools can be collected, ^{and} returned to as and when rendered unserviceable.

^{hindrance.}
The main ~~hinderance~~ for attracting the attention of the deprived and unprivileged for adult education programme, is large scale publicity through exhibitions, film shows and other medias. The masses should know that such useful programmes aiming at functional literacy are just within their reach. Their aspirations should not be damped ^{and} with the foilage of time with no useful exercise.

Certificates for acquiring a standard equivalent to formal education is very much emphasized by the supervisors. One must get a recognition of his ability in the form of certificate enabling him to pursue further studies. So is the case of enhancement in the remunerations of the instructor.

A very appealing idea which emerged out of discussion was that for the purpose of an employment if requirement is made imperative on the employer to ask for a certificate from the nearest Adult Education Centre on the pattern of I.I.T.s whose certificate were considered as must for

for technical jobs in any factory.

For curriculum development and primers with their contents the project can prepare their own material after some training from the SRCs. The methodology adopted too can be one which ensures receptivity from the learners.

Mr. Satish Chand, an instructor from the project, who was also present gave a fair number of enrolment but attendance fluctuated. The participants were persuaded from their homes to come to the centre. To sustain the interest of the learners, peoples own participation is a must. The project officer Shri B. Kaushik who too had ~~arr~~ arrived here after field visit welcomed the idea of discussing common problems and their solution at Zonal get together.

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POPULATION EDUCATION

Voluntary organisations in India are by and large well organised on family planning. All organisations because of the faith which they are capable of inspiring in people, should work to educate the people for their final acceptance of family planning. In addition, if a voluntary organisation is running a hospital of its own it can also undertake to provide clinical services to the people.

People who wish to set up family welfare planning with clinical services are given 100% Central assistance for recurring and non-recurring expenses. The procedure of giving grants-in-aid to these voluntary organisations has been decentralised and model rules for grants to voluntary organisations and local bodies for family planning have been prepared and circulated to the states.

The Government of India feel that the involvement of the State branches of the All India Women's conference for education and motivation purpose will go a long way in promoting the national family planning programmes.

Voluntary agencies interested in developing a family programme can draw upon the resources of a large number of non-governmental agencies and institutions apart from usual government grants in aid.

Some Agencies are :

1. Administrative Staff College, Hyderabad.
2. Central Health Education, Bureau of Delhi.
3. Christian Medical Association of India, Bangalore.
4. Council for social development, Delhi.
5. Demographic Research Centre, Baroda.
6. Demographic Research Centre, Delhi.
7. Demographic Research Centre, Dharwar, Lucknow, Patna, Trivendrum.
8. Family planning Foundation, New Delhi.
9. Gokhale Institute of Politics at Poona.
10. Indian Institute of Mass Communication, New Delhi.
11. Population Council of India, New Delhi.

Population growth is a number of births minus the number of deaths within a particular period of time. If a substantial number die before they are old enough to reproduce themselves, the growth of population will be small. The staggering estimate of growth shows that our present growth rate is rightfully described as explosive, the likes of which were never known before in human history. The most important single cause of the explosion is not that each woman has more babies, but that many more babies today live to reproduce themselves.

To the Jhuggi dweller in Delhi and Millions like him all over the country, there are facts which have to be explained in terms which he can understand. He must be told how in a typical village of 1000 people, the people remained same for centuries because the babies were born each year were counter balanced by an almost equal number of deaths. An over clearer picture is obtained by comparison for example, the fact that we add annually to our population a number equal to the total population of Australia or Holland. India has a mere 2.4 percent of the world's land area, yet supports more than 15% of the world's population.

The average Indian like today, his predecessor continues to chant that children are a gift of God over which he has no control. Why then does he choose to spray his home with DDT or immunising his children against small-pox or accept the Govt.'s offer for famine relief. If we accept medical relief and consequent boon of a long life, we are logically and morally bound to accept family planning - for the two factors i.e. number of deaths and births cannot be allowed to yawn disagreeingly for long. This is the second thing which the man in Jhuggi and his contemporaries all over the villages and towns of India need to be told about.

State Provision for Health Education

An outlay of Rs. 462 lakhs has been approved for annual plan 1983-84.

Delhi Admn.	38.50
M.C.D.	420.00
N.D.M.C.	3.50

The extension of Health Education is aimed at the population to those particularly visiting hospitals dispensaries and residing in resettlement colonies to help them to adopt healthy practices. A detailed proposals in this regard has been worked out and the same is being taken up for implementation. Equally important is the need to arouse people's sustained involvement and participation in health programme. The need to establishing ~~of~~ a health education Bureau in the Directorate of Health. Service for systematic planning, implementation and monitoring of organised health education services is thus above all priorities.

The work of enforcement of prevention of food Adulteration was taken over by Delhi Administration from local bodies M.C.D., N.D.M.C. Centt. Board with effect from 1976 by virtue of an amendment in the principle schedule with a view to ensure effective implementation of the act. It works on -

1. Administration Vigilance.
2. Enforcement.

3. Prosecution.
4. Public Cooperation, Education & Publicity
5. Licensing
6. Analytical laboratory

Housing

The actual number of houses constructed by public and private enterprises annually are 20,000.

Accelerating the rate of house construction in urban and rural areas to keep pace with the requirement of increasing population and to narrow down the housing blockade is another aspect of health education.

Social workers should help ensure that liberalisation of abortion law does not mean to promote an irresponsible attitude to repeated pregnancy and frequent abortions. It is, therefore, essential to ensure that each woman undergoing medical termination of pregnancy is encouraged to adopt a suitable contraceptive device to avoid unnecessary repetition of an experience which may have undesirable side effects. Where called for, sterilization should follow the termination of unwanted pregnancy.

Films is an effective media of communication. The following films can educate the people for owning their family planning responsibilities.

(Available from Central Health Education Bureau, New Delhi or the State Mass Education and information officer as well as regional Director of Family Planning Government of India).

- | | |
|------------------------------|-------------------------------|
| 1. Apka Bhavishya | 2. The village I know |
| 2. Dhayan se sochiye | 9. A day in the Bazaar |
| 3. Message of Prime Minister | 10. Stranger becomes a friend |
| 4. Umbrella | 11. Stranger Kavi Sammelan |
| 5. Key to happiness | 12. Nirodh |
| 6. After three years | 13. Two in three seconds |
| 7. Galli Apki | 14. At cross roads. |

Population education is also being popularised through the following periodicals.

1. Programme Information.
 2. Centre Calling.
 3. Family Planning quarterly.
 4. Publications.
- Family planning in selected villages, Awareness, Belief, knowledge and practice. Asia Publication House. Institute of Economic Growth, University of Delhi.
 - Responsible Parenthood and Sex Education. Simple guide to method of family planning.

Population Education, a draft syllabus.

Population Education Cell, NCERT.

WAR FOR SURVIVAL - Family Planning Unit, M.C. Bombay.

Guide to orientation Programme on Population
and Family Life Education;

Recent trends in population and education,
Government Policy ; the importance of population
and family life education ; need and scope in
schools and teachers Training Colleges.

Population Education - Population trend in India and
the world - characteristics of Indian population.

Problems created by Population explosion; Factors
influencing growth and decline of population; Importance
of small family.

Anatomy and Psychology of human reproduction, Growth
and development, male and female reproductive organs
and their functions. Menstruation conception on
Birth.

Emotional Growth from childhood to adulthood, boy
and girl relationship. Preparation and adjustment
in marriage Family relationship.

Question asked by boys and girls at different age levels
who should answer, why they should be answered;
attitude of the person answering those questions.

6. Family Planning information about contraceptions^{ve} methods;- their effectiveness and topics relating to decision about family size.

Immediate Reference

1. National Institute of Family Planning L-17.
Green Park, New Delhi-.
- (1) The objectives are to develop more effective methods of applying available knowledge for the strengthening of the National Family Planning movement.
- (11) To discover new knowledge related to the education viz. social, medical, biological, statistical, demographic organisation^d and supply aspects of Family Planning.
2. National Institute of Health Administration and Education, E-16, Greater Kailash 1, New Delhi-48.
3. Population Council of India - Sangha Rachna, 53, Lodi Estate, New Delhi.

STATE RESOURCE CENTRE

The timings for office work of SRC Jamia Millia Islamia are from 8.00 AM to 2.00 P.M. Mr. Mir Mustaq Ahmad who is the key person for coordinating and implementing

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various programmes of SRC, told the researcher that the S.A.C. is working on various creative objectives. Elaborating the task of Publications on reading material for neo-literates the chief told that a few of the earlier publications of Jamia Adult Education programmes were being republished with new get up based on a survey of the reading interest of the beneficiaries and instructors. The SRC is conducting training programmes also of various levels to strengthen the move and gather confidence in Adult Education and continuing Education Programmes. Based on infelt need both of the participants and educators, the SRC have decided to prepare supplementaries and other reading materials for the age of 7-14 to bring in tone with other formal schools to meet the standard and quality of curriculum. Some surveys are also conducted on daily remuneration basis through responsible students with an orientation in the use of questionnaire to obtain relevant and pertinent information for designing reading material and starting centres for the Target groups in the subjects the participants are actually interested in. It is worthwhile to mention that such studies have been conducted on attitudes of neo-literates after attaining literacy in their avocation and day to day life. A similar study is also in hand, "The illiterate and their experience in the absence of literacy." These exercises are really meaningful to focuss the efforts on actual

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problems and solve them in the right perspective. Two experimental centres have recently been started for woman participants. One is at Dr. Zakir Hussain Memorial Centre Jamia Okhla village and the other at Masigarh Village Utlaina. A nominal fee of Rs.5/- from each beneficiaries towards functionality is chargeable to ensure efficiency and sense of purpose with utility. A craft teacher will thus gain Rs.100 + 50 for two hours work. The researcher visited the above mentioned centre of Okhla and found that the centre although enjoys reputation for selfless and hardwork for over fifteen years yet for grants of financial assistance (sometime delayed or discontinued) such centres are found in a critical position. The working teachers told the researcher that motivated by financial gains some frail institutions have acquired popularity even though much expensive. SRC is very correct in its approach to fix a token fee with the enriched programme of teaching. As a regular feature the SRC also brings out its quarterly report. Very recently, on the request of US Foundation for Education in India, the SRC organised a series of lectures on Education. About 20 members of U.S. team attended the lectures. Some lectures were delivered by Shri S.C. Dutta formerly general-Secretary of the IAEA. The expertise of University level e.g. language Department, JNU is also being utilised.

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Municipal Corporation of Delhi
Community Development Unit
Community Hall Kailash Colony.

The community hall at Kailash Colony is one of the constituent units spread over South Delhi. An interview with Assistant Community Organiser Mrs. Chopra revealed that the community hall is devoted to community service in various ways. The nursery classes are run from 7 to 11 A.M. for local children amongst the weaker section. Mrs. Chopra felt the need of film shows to attract the attention of participants from the working class in the posh colony. The job oriented classes in sewing and embroidery are held between 12 to 4 p.m. About 20 participants are benefitted through such economic pursuits. The Delhi Municipal Corporation has launched and intensified the Adult Education progress following Prime Minister's call for universalisation of education and henceforth the part time workers (community) have taken up the charge. In this case it is at Jamrudpur village. Youngmen with viable good qualification have been entrusted with the responsibility and some 18 participants are expected by the end of the month. The centre being seen at the village chaupal with the assistance of village pradhan Bhim Singh. Mrs. Chopra A.C.O. is very enthusiastic and tries every nerve to bring within the

fold the drop outs or refused admissions. She has personally met the heads of primary schools to direct children between the age group of 6-14 to contact her for admission at any stage if the bulk of admission seekers do not find any opportunity for education elsewhere.

A music teacher has also been appointed to meet the interest of local residents. It is a happy and significant response to people's wishes. The community hall also keeps links with all India Women Conference for developmental activities.

The community hall at Amar Colony is looked after by one Mr. Tyagi. The evening programme of reading Room is run between 5 to 9 . The survey is still under progress and participants are being drawn with optimum facilities. Until now the routine function of exhibiting some children Magazine, Corromboard, etc. are prevalent which are the past-time of children alone. It is very desirable that a calender of events or diary is maintained to keep up progressive records of participants.

The Ajmeri Gate Project

Under Directorate of Eduation, Delhi.

(Address- Govt. Boys Senior Secondary School,
Urdu Medium) & Jama Masjid, Delhi.

The project covers the areas between Mori Gate and I.T.O. Bridge. The centres are opened at places where

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these are very much needed i.e. for scheduled caste, scheduled tribes and areas densely populated with daily wage earners. One for example is Kucha Mohattar Khan. Shrimati Bhasin U.D.C. apprised the researcher that even on lot of persuasion the maximum one centre would attract the enrolment was 20. The clientele covered skilled and unskilled labour as well. Mr. J.S. Bhardwaj who had recently joined the Project convinced the researcher of their day today duty of combing the area and surveying it for newer centres. The courses are of the duration of 10 months but these can be started at any stage of the year and so also can be wound up at any time. The main problem evinced to the researcher was the payment of Rs.50/- to the instructor who could only morally be prevailed upon with a sense of social service to start the centre and do something for the socially deprived masses. The position becomes still graver when parallel voluntary organisation like Absor School pays Rs.75/- to the supervisor with a promise of increment. The provision of increment does not exist in the remuneration of instructor in the Adult Education Programme. The evaluation sheet evinced that only 10% of the population enrolled show some degree of seriousness and achieve the target of literacy.

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One important fact which Mr. Bhasin brought out was that in Jama Masjid Area and thickly populated wings these centres were very much welcomed by the people. The clientele was the female group who because of social taboos and other reasons could not go out of the house, perhaps because of traditional 'Purdah' and hence a systematic programme of literacy of 10 months stood in a good stead. The programme is welcomed by parents for their younger generation.

The city area require skilled and non-skilled labour fabulously involved in various industries and crafts. The male clientele is reluctant to study as they cannot afford time at the expenses of their earnings. Even the females get sufficient jobs like paper cutting and scrap collecting which leaves no time for them for attending the classes at the centres. E Functionality based literacy in this type of locality loses meaning because at every nook and corner there is some art or technology or craft which the population can profit from. In other words the area is better equipped with craft education facilities by the nature of profession.

Shri B.P. Sharma, Project Officer, who has recently been transferred elsewhere on another assignment, maintained a diary which showed competence and exhibited sense of infusing devotion for the work of literacy in

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the actual situations. Data regarding number of centres working with enrolment is sent to the Headquarters regularly at the end of the month.

Gandhi Nagar Project

Shri B.S. Yadav, Project Officer
(Office - Govt. Boys Senior Secondary School),
Gandhi Nagar, Main Road).

Shri B.S. Yadav with his dynamic personality and ingenuity to the job has achieved the target of 86 centres in his project. He started with a modest beginning of 3 centres in 1980. Answering to a valley of questions Mr. Yadav held that the challenge of the social education Programme could be suitably be met and people could be served only through intensive visits and surveys. The areas include sub-colonies of Eastern Delhi-Trans Jamuna area via Gandhi Nagar Kirshan Nagar, Pandav Nagar, Govindpuri. Behari colony, Jagatpura Tribok puri, Kalayanpuri, Patparganj, Mandavali village, Himmatpuri, Kalyanvas and Vinod Nagar. Some of the centres were running in religious places as well owing to the influence of the Religious Leaders and area served by them. But they are quite free from sectional stink and are limited to literacy alone.

Shri B.S. Yadav emphatically said that functional literacy to the level of knitting and weaving could not be

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run owing to the risk involved of Rs.4000/-. (the cost of knitting machine) for which the instruct~~ors~~ could also not afford proper surety. Sewing machines too were rendered useless either by constant use or sheer negligence or that parts were replaced. This is a new fact coming to light. In the absence of a well established institution, small centre cannot undertake such sophisticated functions.

An other important fact which emerged out of the discussion was that the project officer's office could be a very good.— Mini Employment Exchange where the job seekers could register themselves enblock and similarly small enterprises owners could ask for the unskilled labour. Shri Yadav established that he had guided several illiterate ladies to the small scale industries in the colony to take up work of Iron-Jali fabrication which is worked on the pattern of handloom. Other similar situations were also available to solve unemployment owing to absence of information.

The participant-population we can call is of a mixed nature. But here most of the colonies are rehabilitation colonies. People welcome the zest for learning but are reluctant to attend owing to a busy life and often get irritated when insisted for learning.

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It is a common consensus that the Project should appear on the map of Delhi which could be spotted out easily-whosoever wished to locate them. The Delhi Directorate of Education should prepare one map with such details alongwith annual report on Adult Education. The Directorate of Public relation in their magazine should publish report on Developmental Programmes in which should be the information for masses based on utility. Liaison programmes can only meet the requirement of people in various avocations.

Mr. Yadav expressed his views regarding the remuneration of instructor. He said that better instructor with better qualification could be available if the amount is enhanced to tangible tune of ₹.100/-. The seriousness of job could be elicited then.

Suneeta 28 Layalpura and Indira 162AA Layalpuri colony Gandhi Nagar who are running centres reflected that most of the instructors require orientation in methodology of teaching Adults. Evaluation and monitoring is a must.

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School of Social Work

Delhi University

(An Interview with Shri J.K. Bhatia,
Assistant Programme Coordinator).

The Institute provides post graduate degree courses in social work spread up over two years other than academic pursuits. The department enjoins upon student to take up field work during the first year requiring 15 hours work in a week from September to March. The students are deputed to various institutions of service like Hospitals and orphanage where they are attached to the personnel officer for doing their service. They (students) have to obtain a certificate of satisfactory work/ proficient work from the chief of the social work organisation. At the end of second year final examination students alongwith their field studies have to work in groups, in rural areas where rural centres operated by the local authorities entertain their contribution whole heartedly. The school of social work also provides material and inputs for social education. However, no evaluation of the response from beneficiaries is made. Evaluation of Individual student effort in the field work is recorded for scholarly achievement. Apart from this work the NSS has the characteristic of students initiative to participate in

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national uplift programme and render their service for mass amelioration. The areas covered in Delhi are mostly slums and resettlement colonies. The student try to mobilise local resources to gain participation of beneficiaries. The welfare programmes are taken up in the totality of the family i.e. the economic status, earning ability of other members. Their health and hygiene and physical well being. The target groups and clientele is selected after careful survey of the area with a specified programme. Literacy classes are held during the vacations and at student's own convenience with stationery grants.

The school of social work as a regular feature organises a social service camp every year. The year i.e. 1982-83 it is being organised at Shakurpur. This continues to work round the year with some programmes and as a consultative centre with one representative of school of social work: (Devendra Swaroop and K.N. Jain). A case study of such programmes over the year will be useful.

Other references:

1. Shri L.R. Shah C-807, Curzone Road, Apartment
(Near Banjara Restaurant) - Tele.No. 386520.
2. Smt. Mohisini.
3. Father Kunmukal

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4. Mr. Mahajan Director Community Services,
5. Department of Community Service.
5. Mr. C.L. Bhatia, University of Delhi.
6. Akhil Bharatiya Vidyarthi Parishad -
Mr. Sharma.
7. Dr. Madhuri Shah.

The academics provide programmes of social service ingenuity and equips the candidate capable of tackling socio,-psycho-problems of the individual, orienting him to economic development.

A few courses are:-

1. Indian Social Structure and Social Problems.
2. Personality development and social psychology.
3. Family Welfare, Youth Welfare, Adult and non-formal Education.
4. Methods of working with people.
5. Social Legislation and Social Security.
6. Social Defence and Correctional Services.
7. Rural and Urban Community Development.
8. Human Relations and Labour Welfare.
9. Gandhian Social Work.

Active Participation of Trade Unions in
Development Programmes - A Component of Adult Education.

It is imperative for us to consider that the trade Unions expand their activities in order to become an effective instrument of development and change and to serve the role which history has demanded on the working class in India.

The overwhelming majority of the labour force in India belongs to and will continue to do so for quite some time to rural sector. The implication of this fact is very obvious for the trade unions movement in the country which has not shown much interest in the poorer non-organised sections of the population. Industrial labour alone will remain in minority without affecting the decision making process and changes which are a constant phenomenon of the socio-economic system of this country. They must, therefore, join other people movement like Adult Education Cooperative Organisation of Rural Labour and slum dwellers. They should extend their scope and make service to the community as an integral part of their responsibility. The entrenched vested interests will thus be escalated.

It seems obvious that the trade unions must organise educational programmes for adult men and women with a view to (i) widening their mental horizon, (ii) prepare them to understand the socio political forces hampering on our progress

and (iii) prepare them to contact their forces and try to establish a just social order with^{out} jeopardising the national production.

Another programme is to organise the slum dwellers and less labourers for improvement in this life style to enable them to reach the benefit of various development programmes initiated by the State with the main objectives of benefitting the poor.

VARIED ROLES IN SOCIETY

As stated earlier, the trade unions must take into consideration the needs and requirements of the members as reflected in the various roles that they have to play in society. The needs as head of the family are varied. The family may need from time to time some medical attention. The children may need educational facilities and the whole family may need recreational and cultural facilities. The unions will have to consider how to help the members to seek satisfaction of all these needs. The unions may be able to initiate some projects for educational, cultural and recreational activities of their family members and the people in their localities but for satisfying many other needs of the members and their families, the unions will have to establish relations with the local community institutions and provide services

to the area in respect of their specialised field of competence. This effort would ensure better cooperation and forge links with the community and also provide assistance to satisfy the needs and requirements of the members of the unions and their families.

Science and technology have made tremendous progress during the last quarter century. This new knowledge needs to be transferred and transmitted to the working class and their family members. This may help in solving the age-old problem of deprivation and bring about social and economic justice.

ROLE IN NATIONAL DEVELOPMENT

In the prevailing economic situation in the country where nearly 50 per cent of our people live below the poverty line and where the fruits of developments are being cornered by the few to the neglect of the many, it is obvious that the present administrative and socio-economic structure inherited from the colonial powers needs to be changed so that the large number of the poor people living below the poverty line could live a decent life. For this, the trade unions will have to carefully examine their role and responsibilities in the process of national development and economic modernisation and widen their scope to a broader spectrum stretching beyond wages, benefits and industrial relations. They should become in

is an indispensable machinery to ensure success of all developments endeavour of the nation ensuring that prosperity is ^{shared} ~~charged~~ by all, that the weaker sections are given special attention and care. This would mean the trade ~~the~~ trade unions will have to actively participate in the the economic development of the country by undertaking activities, beneficial to the community at large. They can organise cooperative activities and venture into employment creation and income generating Avenues, training of the un-employed youth etc.

Trade Unions could organise cooperatives for meeting the consumer needs, for credit facilities, for housing as well as ~~for~~ medical and health needs. Co-operatives run and controlled by their abiding values are of crucial importance for development and can help the community members to solve some of their problems which they face as consumers. This will also establish an alternative channel of distribution and sale of consumer goods.

Similarly, starting of income-generating ventures owned and run by workers will lead to a number of benefits. The workers will gain active participation in the process of development, and will become more conscious of the importance of productivity and work discipline in the context of economic ventures where they themselves are the owners and where productivity improvements will bring

than direct and obvious benefit. Finally, the experience of saving investment for employment creation will have revolutionary educative value in terms of self reliance, working class solidarity and the value of the organisational principle.

In running such an enterprise the trade unions will have to be very careful in selecting the working class youth for whom employment is being created. A youth centre could be started which would carefully select a working class youth and give him necessary training and grooming to join the work force for the workers' enterprise. The training should also include wholesome recreational activities, social service and leadership orientation to community development.

The trade union movement should consider the implication of these suggestions. For this marks a significant initiative, first in the area of serving union members by reducing their dependency burden and second of serving society by ~~reducing their dependency~~ ~~second of serving society by reducing unemployment~~ and speeding up industrial growth. This will also integrate the trade union movement with the youth both of working class and non-working class origin within a common institutional framework.

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The benefits in terms of rising social influence, cadre-building, leadership development, thus secured, will be of immense benefit to the trade union movement in India. This also means that the trade unions will have to secure the assistance of professional managers and technocrats to impart training to the unemployed youth.

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Impact of Functional literacy
Programme in Delhi.

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Functional literacy is one of the most vital approaches to social change. Its purpose is not only to teach adult to read and write but to enable them to be more productive and work oriented. It seeks to touch their total life and transform their social economic and value structures. In a way it is an alround skill obtained through reading, and vocational training all closely related to derive the best when applied to economic action. Functional literacy is marked by the special effort of the instructor to so design the course and method of teaching as to use every bit of it for some meaningful purpose. Even a first days training in the recognition of alphabets as A, B, c to female domestic servants in Friends Colony Mathura Road made them identify the road as Road C which they often used to guess by various size and sites of buildings. The use of words as Block, Post, Service was made familiar to them in the context they were used. Numbers and tables can be utilised at any initial stage. In other words the learning process itself becomes a part of the process of using it for production and environment^{al} purposes. The impact of

functional literacy programmes organised by three voluntary agencies was studied with the following objectives -

1. To assess the progress of learners in literacy skill relating to reading writing and numeracy.
2. To find out the relationship between progress in literacy skill and participation in the programmes.

The sample for present study consisted of all adult women participating in the functional literacy classes in nine centres run by three voluntary bodies - Bhartiya Gramen Mahila Sangh Groups, C, E and G had shown improvement because the instructor gave them practice and periodical tests. Regarding numeracy in four centres, the participants had not reached beyond recognition of numbers upto 100.

This also evinced in some measures the competence standard of instructors. The tests evaluation of literacy impact if carefully designed can also give reliable results on the performance of the instructor, his basic educational qualifications, his interaction with the adults and his personal traits. The increased remunerations alone of the instructor will not cut much ice. A 'Select' instructor can be expected as a desired variable for evaluation. Individual differences in the participants cannot be accepted to the extent of achievement gap and verge equivalent to 4 to 6 months exercise. In the present evaluation the learners did not obtain high scores in solving ~~and~~ sums

dealing with day to day handling of money. It was found that majority of them did not do the shopping themselves. It was the male member who made purchases even of food items for the family.

The initial scenes in reading writing and numeracy of groups H, E and B were poor. The progress in these groups was also less compared to other groups was also less compared to other groups suggesting a slow rate of progress in the initial stage of learning. The situation aspect counts in learning process. The construction site labourers were more interested in learning about numbers than reading and writing. This could perhaps be due to the reasons that they were wage ~~xxx~~ earners and had to calculate their wages for over a week. Group F had made good progress in literacy skill suggesting that it was due to the efforts of the individual in getting some reading material or that reading material was within their reach, ~~whose minimum progress was in writing their reach~~, while minimum progress was in writing speed of the group, the maximum gain was in comprehension.

The ~~a~~ instructors play an important role in influencing progress of the learners. Because of the method of teaching used by the educators, the learners had not made any progress and even got discouraged by their lack of progress and developed a negative attitude towards literacy. ~~Some~~

Some times rate exercises can give speed in reading but comprehension is retarded. The sentences are read faster under the picture because these have an understanding base. The learners showed progress in reading speed but a decline in comprehension.

Development of reading habit in adults depend on their ability to understand the meaning of what they read. The study relationship was found between reading speed and comprehension. Only 35 of the subjects were able to read. In the initial stage of reading a person is more concerned with recognition of alphabets and Matras and making an effort to recapitulate the letters and put them together, however with more practice and fluency, letters and Matras can be recognised easily and concentration is on understanding of what is being read. Thus adult should be given plenty of practice in reading to develop comprehension and thereby enjoy the reading exercise. Unless adults are fluent in reading, book is a burden to them as they lack confidence.

There is established relationship between comprehension and reading loudly. When an adult is asked to read aloud, he/she is more conscious of pronunciation and reading the right word. The correct pronunciation and the sound resounds meaningfully in his

in his mind and invariably makes some engrams of understanding. Even in the crowd if some one reads loudly he/she avoids distraction and concentrates on the uttered speech. Reading quietly is also very essential as silent reading, elicits attention and the time of speech is saved resulting in speeding up reading. The present test was conducted by asking the subjects to read loudly.

Motivation to Continue :

The findings shows that these learners who made progress in literacy skill were motivated to continue with the programmes. Comparing the groups in terms of progress in literacy skill the results show that 83 of those who made progress skill the results show that who made progress continued to stay on in the programmes on the other hand, in the other group they did not show much progress and only 56% continued. It may be interpreted that progress motivates participants to continue with the programme. Those who continued to stay on in the p_{gm}. spite of lack of progress had kept on so for reasons other than literacy. The situation calls for better follow up, reading material and post literacy attractive readings.

Progress in literacy skill depends on several factors, i.e. motivation of the learners, method of

teaching, attitude of the learners and background of the learners. Membership in a particular socio-economic socio-cultural group may effect current learning and memory performance in the adults. Evidence from various sources indicates that socio-cultural group may affect current learning and memory performance in the adults. Evidence from various sources indicates that socio-cultural opportunities during childhood have major implications for learning performance and intellectual functioning through the life span. The instructors felt easier to teach this group than to start with an adult who had never held a pencil in his/her hand. To reinforce this background a group of semi-literates was taken to the exhibition sites in pragati maidan. Unawaringly they grasped some global information as their insights were developed and speech delicacies were emulated which worked as a background for learning and ~~ask~~ also as sustained motivation for continuing with the programmes. The motivation of educators and their attitude to work (not alone remunerations) affects the progress of the learners. There is also a need to strengthen the training programme for the educators to make the programme successful. Traditional method of teaching literacy may not be abandoned altogether.

In arithmetic problems of day to day life should be involved for using fundamental rules of addition subtraction multiplication and division rather than depending on numeracy alone. The metric system be introduced whenever measurements and weights are involved. Abstraction is to be avoided and the process of calculation and practice be integrated.

There is need for investigation into the learning process in adults and the time required to provide basic literacy skills to illiterate adults. This is an important aspect of investigation for determining the duration of adult education programme. Yet as established earlier that the socio cultural background provides a basis for learning and keep up motivation so the duration of literacy skill will vary from place to place and target group to target group.

The felt need is also a form of motivation and changed attitude because of changed socio economic situation. In a certain group of tailoring and craft accuracy in drafting of garments compelled them to strengthen the effort for literacy.

Incorporating vocational activity or income generating activity in the literacy programme, can be a good method of motivating illiterate adults. There has to be a

a delicate balance ~~the~~ between the two aspects and education has to be very flexible to organise the programme in seperate wings and different intervals according to the needs and interests of learners. The long term objectives of imparting literacy skill, functional knowledge and social awareness to the participants can also guide to frame a programme for adult education or organise a centre.

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NSS - NATIONAL SERVICE SCHEME

As discussed earlier the approach of NSS towards adult education programme is a bit different. The funds are met by the ministry of Education (sports department) and routed through the Directorate of Education-Delhi. The Funds are of two types 1. Regular & 2. Periodical.* The regular funds are for the salary of the Administration staff and the periodical are for executing the NSS progress programme. The number of candidates for programme are assigned by the Ministry on the basis of general survey and then the NSS office, finally allots the areas to the colleges participating in the programme. The provision for the year 83-84 was 14,000 students to be spread up over 60 colleges of the Delhi University. Rs. 60 can be spent per volunteer per year. There are college-wise groups to serve the area around them with one professor incharge. About 60% boys and 40% girls participated. The college while holding their NSS activities contacts the Pradhan to execute to a particular type of social service. As the title evinces, most of the NSS workers geared to tone up public life, to create consciousness and a sense of integration : literacy and education of children is a component of the whole programme. No regular centres are run for adult

1* : Report 1984. Department of NSS Delhi University

literacy.

During 83-84 total members of camps organised was 84 covering integrated rural development, integrated child development, social economic project for women and Economic development for men. With the active collaboration of Leprosy Institute and All India Institute of Medical Sciences, Seminars Orientation camps followed by health check up were organised near Red Fort. Posters and slogans campaigns against dowry for public awareness were also organised. Data for child labour is also being analysed by NSS Students. The N.S.S. has some positive results but not concrete ~~to~~ ones in shape and size to ensure people's participation at large which can be sustained. These have been rather supportive services.

VOLUNTARY ACTION IN ADULT EDUCATION

Voluntary action is that action which is not directed or controlled by the state or does not depend, on the assistance of the state^{it} has a long and useful record of service in various fields of human endeavour in India. Adult Education at the present gigantic scale owes its genesis to pioneering efforts of voluntary leadership. However the Government has not assumed primary responsibility for this service in all stages i.e. literacy, post literacy and continuing education at University level and then make the task of voluntary action in adult education more exciting and challenging.

From time to time Government has fully realised the importance of the role of voluntary organisation and local bodies in the implementation of adult education and the significant contribution they can make in attaining programme objectives with target in view.

There are literally hundreds of voluntary agencies big and small widely spread at various levels in and outside the Delhi State. Their sphere of work with the population of Delhi, as we have partially witnessed has been in population education as an approach in adult - education. There is quite a substantial cadre of voluntary workers engaged in different deptts. of social

service. The central Directorate of Adult Education has prepared a directory of voluntary agencies which have worked and are still working for adult education and mass uplift. But on contacting at their addresses it was found that most of them have succumbed to circumstances, changed their nature of work or have taken up some government assignment. On the whole the spirit has declined.

The reasons enumerated are :

1. Variation in the clientele.
2. Too much of branching and spreading up of dedicated workers.
3. Many of them rising to International repute with the aid of UNESCO, UNICEF, WHO FAO and the like.
4. Got absorbed with similar agencies.
5. Could not carry out the ideals after the founder for lack of funds.
6. The area of operation being the same, could not compete with other organisations.

The Ministry of Community and village development opened avenues for people's action for development and many of them changed their nomenclature to channelise their efforts in more fruitful ways as the Government increased

the non-official participation to about 60% providing organisations with necessary expertise and experience.

The letters appended addressed to various organisations (voluntary bodies) came back undelivered.

" As a result of these factors only the following Voluntary bodies are working for running adult education centre on their core programmes. (Since state efforts through their education department, public relation departments came on the fore-front with sizeable outlays the voluntary organisation which was working as small unit, could not hold the strength of running centres with meagre allocation of funds. However, some big voluntary organisation in Uttar Pradesh can carry on with Government funds by adding some resources of their own or by compensating the instructors in other jobs of the organisation.)

1. The Delhi Simla Catholic Archd
3 Shankaracharya Marg, Delhi 54.
2. Shikshan Kalyan Parishad,
68 Meenakshi, New Delhi.
3. Indian University Association for continuing
Education- 17-B Inderprastha Estate, New Delhi.
4. National Literacy coordination Committee;
R.- 13 Kasturba Gandhi Marg, New Delhi - 11.

5. Janata Vidyapeeth,
WZ 196 B/3B F. Block.
Verendra Nagar, Jail Road, New Delhi-48.
6. Dr. A.B. Baliga Foundation
Link House, Bahadur Shah Zafar Marg, New Delhi.
7. Delhi Bhartiya Gramin Mahila Sangh,
14 B Surjan Singh Park, New Delhi - 3.
8. Indian Adult Education Association,
17 B I. P. Estate, New Delhi.
9. Bhartiya Adim Jati Sangh,
Dr. Ambedkar Road, New Delhi - 55

10.

Other organisation which contribute to the
figures on Adult literacy to the State Education
Department :

1. Youth Coordinator
Nehru Yuvak Kendra,
Govt. Public Library, Mehrauli, New Delhi.
2. Youth Coordinator,
Nehru Yuvak Kendra, Alipur Delhi.
3. Director,
Urban Community Service,
M.C.D. Bhamashah Market,
Kamla Nagar, Delhi.

4. Education Officer,
NDMC Parliament Street, New Delhi.
5. Social Education Officer,
Labour Commissioner's Office,
15, Rajpur Road, Delhi - 54.
6. Social Welfare Directorate
Lancer Road, New Delhi.
7. Shri Mukhtyar Singh,
Memorial Education Samiti,
38, Pooth Kaka, Nangloi Block, Delhi-41,

Some institutions like Bharat Krishak Samaj sympathise with the work of Adult Education but cannot undertake it directly.

" " As has been repeatedly pointed out the farmers forum is constituted to give to the farming millions of India a forum where they can voice their organised and representative views and place them before the country as a whole. In doing this it depends more upon self help rather than making any demands from any quarter demands from any quarters. It lays greater emphasis on studying all sides of the problems and wishes to cultivate the habit amongst the farming communities of discussions and thinking."

The Statement emphasises the basic objectives of Adult

Dr. Punjab Rao Deshmukh, Silver Jubilee Commemoration Volume P.XV.

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education. However some activities are identical like promotion and upgradation in the industry.

1. Samaj has entered into an agreement for mutual exchange of farmers with GDR (German Democratic Republic).
2. The Samaj has also started a farm leader training programme with the farmers and world affairs including U.S.A. Under this programme nine young farmers lived with American farm families for nearly a year for studying the improved farm practices and farmers' organisations in U.S.A.

Certain Resolutions of the Same gave insight to the plans, policies and programmes on national level.

Resolution - 1

The 23rd meeting of all India farmers council of Bharat Krishak Samaj held at Jabalpur, after considerable deliberations, is of the view that impositions of agriculture wealth tax and capital gains- Tax is most unwarranted and unjustified on farmers who have brought green revolution to a success with their hard earned money, labour and even by borrowings-.

Resolution 2.

... request the Governments, Central and States, to impose statutory prohibition on fragmentation of holdings and impose a ground ceiling beyond which no

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the land holding should not be reduced.

Resolution 3

.... not to expropriate lands without due and proper compensation at the market rates.

The council further resolves that applied farm Research Cells should be started for studying applied ^{production of} farmers like cost of cultivation of ~~2~~ different crops in different regions.

... full association of farmers with the agricultural universities established over the country.

Similarly, 'Banking and Credit facilities for the agriculturists, like resolutions brought the issues in the orbit while welfare policies were being framed which are now reflected in the 20 Point Programme of the Prime Minister and also the MNP Village development programmes.

NGO's

International Non-Governmental organisations, whatever their shortcomings, may be the vehicles of modernisation processes, carriers of new innovative methods of social work and catalysts of social change and development in the country where they choose to work. The exchange of

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ideas experiences and practices between INGO's and National Non-Governmental Organisations would be mutually benefitted (e.g. Bharat Krishak Samaj) NGOs have decidedly a significant role to play whether supplementary, supportive or promotional in the social development of the country. They can with their hard and soft-ware inputs help create infra-structural facilities and thus accelerate the pace of development. They can also help organise basic service of health, nutrition, education income generation, employment housing etc. which are essential pre-requisites of social development of local populace. In the process they can be instrumental in furthering social change by injecting new ideas, attitudes, skills and practices in the people. However, as far as possible they should work within the frame work of existing social and political systems, proclaimed by Government policies and law of the land.

A sovereign country in view of the need to safeguard its national security and integrity is justifiably not in position to give free rein to INGOs. However, it can afford to adopt a viable policy of liberalisation in matters of verification/certification of INGOs.

Honest use of resources is a must but wise use of these in the Indian context should have a higher premium put on it.

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INGO should set up a centralised information system and with a view to helping national voluntary organisations derive maximum advantages of their financial, material, methodological, technological and technical resources. It is in this context that donor as well as recipient agencies should also hold such periodic consultation to streamline their functional relationship and problems.

The Paradigm to development

The INGOs as well as national voluntary organisations should have full freedom to experiment with innovative ideas. If national organisations have greater knowledgeability about the local conditions, the INGOs, may have greater perceptivity and objectivity. Both should have supplementary and complementary role in their relationship. As expected of INGOs they should function in a ~~mutual~~ manner that promotes self-reliance among recipient local agencies within a stipulated period. The national voluntary organisations similarly should work in a manner that promotes self-reliance in the community. The donor and the operating agency must scrupulously see that the aid does not undermine self confidence of the recipient agencies/communities and compel them to compromise their self respect.

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The view Point of UNICEF

More people seem to agree on the need for a set of complementary policies to be applied on a global scale and in a concerted way - increasing employment, providing basic services, reducing in-equalities (status and opportunities) applying available resources in the most cost effective way and finally raising the productivity of the poor. For this to happen economic inputs have to be matched by social inputs like relevant learning, primary health care, basic nutrition, safe water and sanitation. The focus thus shifts from linear growth to qualitative change, behavioural change and to human development. So the highest priority should naturally go to developing human resources from its earliest stage.

Among the more important and active supporters of the development objectives of UNICEF are a number of National and International Voluntary organisations- Professional, development, assistance, service, religious, business trade and labour, The role is crucial, especially in plural society, as the focus of development shift from progress in aggregate problems to the fate of destitute human being. It becomes primary function of development in a poor community to meet as a priority two sets of needs of a deprived individual, one the

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material needs like food, nutrition, health, education housing development and income; and second non-material conditions which the poor need: the opportunity for self reliance, participation, self determination, security, identity and freedom. This dual dimension explains, I think in part, the known UN emphasis on human and social development side by side with economic progress.

Work Expected of Voluntary Organisation

A development strategy for direct assault on poverty can work only if the disadvantaged segments of population (and under severe areas) are disaggregated for discriminatory, priority attention, voluntary organisations which operate at the local level are eminently suited to help in this task of identifying people and children as subjects of development. Many of them have the flexibility and freedom to respond to neglected problems. Many play an important role in policy formation by presenting and interpreting needs (like Bharat Krishak Samaj as referred to earlier). They can monitor action to meet these needs. They can encourage local participation and enlist local support, especially resources for developmental programmes.

There is a need to bridge the traditional gap between the power of the government and the potential

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of the people. To the extent that these are joined and development becomes easier. This is a matter of establishing and continuing communication, contact and trust between the government and the community. The role of voluntary bodies becomes important in motivating community interest in basic services. Through innovative projects and determined experiment, they can demonstrate what might later be undertaken on a broader scale with government support. Voluntary groups can make and have made a pioneering difference to non-formal learning, health care, nutrition, family planning, family self reliance, women's activities, water supply, sanitation and emergency relief. The voluntary work does help in the current search for new forms of social life.

The Charam to become - A consultative Status
for Voluntary agencies : A growing disease

It is useful to establish a well-understood system of criteria to promote citizens in development. UNICEF explains their experience. "While our programme cooperation can be extended by only on the basis of a government request and for programmes for which government accepts responsibility NGOs themselves are in many instances, designed by government to carry out the operations. And the services they provide receive a measure of support from UNICEF."

Any non governmental organisation which has consultative status with the UN economic and social council or with any specialised agencies, is eligible upon request for consultative status with UNICEF. NGO having consultative status can^{be} and are present at the UNICEF Board. Most of the voluntary bodies are in place to compete for the status.

Some Guide lines for work

1. There has to be a shift in the content of assistance from capital intensity to relevance to life and bring with predominant emphasis on awareness building, innovation, training, self monitoring and self evaluation.
2. This needs to be accompanied by a change in the distributive pattern of assistance heading to greater concentration in area-specific, and people specific assault on backardness and poverty.
3. Greater awareness on the part of the poor needs to be matched by stronger spirit of sharing by the non-poor.

Success comes when resources, services and agencies coalesce within a community towards a common purpose and priority.

Within a country, the operational responsibility needs to be clearly shared between different levels and different groups. On one hand, intermediate and local

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levels (State, district and block) have to be trusted with powers coterminous with responsibility. On the other hand, the multiplicity of interest groups has to be drawn into direct and active involvement in development tasks. Increasingly, they want to be so involved specially in social and human development - for reasons of humanity and enlightened long term self interest. And there are such different dimensions to social change as to leave room for all of them. In organisation, management, communication, transfer of resources, technical assistance, provision of supply, lobbying for legislation^{and} support for litigation. There are professional, cultural religious, business and academic groups who have the competence inclination and influence to participate. There are youth clubs, organisations, cooperatives, trade unions eager to fulfil themselves through social work and service. There is no dearth of development themes and areas of action for them to get fruitfully involved as soon as they are ready.

The field of socio-economics development is a mosaic of interest of attitudes and ideas. We must have the imagination and tap the richness of its variety to further the aims of development. One way to do this in the context of external assistance is to coordinate each international commitment.

Once the design and direction of development are clearly outlined for the specific purpose of establishing viable functional partnership- that could be genuine group effort and joint programmes, the task would be easier for voluntary bodies.

A word of Warning

An adverse impact is the inadvertent generation of a feeling that whatever is foreign is good. Easy and fast money available for a systematized programme tailored to suit international policies create standards that are unrealistic in terms, either of staff client ratio, or staff remuneration or in terms of a jargon that is floated to mystify and justify its pattern of programme and delivery systems. The damage in terms of loss of national pride and self respect is incalculable. The wealth of potential indigenous experiments are lost in the bargain when the foreign directors and advisors visit on a particular system of methodology of organisation and delivery of the services (An example of open school system started by the CBSE, supported and financed by Ministry of Education). Since experience of one country is not directly applicable to another, many times it is a mismatch of the system to the specific needs of another country.

Like all activities social development has political angles and more so than other spheres of activities. Since who gets what is a political, welfare and development work easily enmeshes into political questions. Making people aware of their own rights, of awakening them to injustices and of provoking confrontation situations, are matters of crucial importance. A deep appreciation of the nature and contents of NGOs or developing foreign agencies together with the behaviour of their representatives is most essential.

Some International Agencies

1. The Ford Foundation in India, Hailey Road, New Delhi.
2. Foster Parents Plan International Tulsawadi, Bombay.
3. International Council on Social Welfare.
4. Royal Commonwealth society for the Blind.
5. Service Civil International India.
6. Terre Des Hommes.
7. The U.S. Agency for International Development
(covering a group of voluntary bodies in India).

National Voluntary Organisation:

Enjoying grants from International Agencies.

1. Community Aid and Sponsorship Programme 175.
MEN Road Bombay.

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2. Lok Shiksha Parishad, Ram Krishan Mission Ashram
Narantrapur, 24, Paraganas, West Bengal.
3. Association of Voluntary Agencies for Rural
Development 5 (FF) Installed Deen Dayal Upadhyay
Marg, New Delhi.
4. Ram Krishan Vivekanand Mission, Rajgarhia House,
Barrack Pore, Bengal.
5. Family Planning Foundation 198 Golf Links
New Delhi.
6. Child in need Institute-West Bengal.
7. Village Reconstruction Organisation Padakakni,
Guntur, Andhra Pradesh.
8. Indian Red Cross Society, Haryana,
Chandigarh.
9. Cheshire Home Inida.
Arvind Bhavan, 16, Preetam Rd, Dehra Dun.
10. Sewa Mandir, Udaipur.
11. Rajendra Memorial Trust for Rural Development
Sadaqat Ashram.
12. Swallows in India, Madras.
13. Agrindus Health Project,
Banwasi Sewa Ashram, Mirapur, UP.

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14. Bharatiya Shikshan Mandal,
Green Park, New Delhi.
15. Community Aid and Sponsorship Programme (CAS),
Bombay.
16. Ambedkar Institute of Social Research, New Delhi.
17. Janpada Seva Trust (Karnataka) Distt. Mandya.
18. Action for food production.
19. Peoples Action for Development, New Delhi.
20. Indian Sponsorship Committee.

Delhi Based Agencies

1. Service Civil International K-5, Green Park, New Delhi.
2. Catholic Relief Services, 2 Community Centre,
East of Kailash, New Delhi.
3. Terre Des Hommes, German Indian Programme
II/D/27/Lajpat Nagar, New Delhi.
4. Ford Foundation, 55 Lodi Estate, New Delhi.
5. Caritas India Ashok Place New Delhi.
6. Christian Children ~~Children~~ Fund 5th Floor, Padma
Place, 86, Nehru Place, New Delhi.
7. Care India B-28, Greater Kailash(I) Post No. 4220,
New Delhi.

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8. UNICEF L-18 Green Park, NewDelhi.
9. USAID U.S. Embassy Building, Chanakyapuri, New Delhi.
10. UNICEF 73-Lodi Estate, NewDelhi.
11. World Food Programme 55, Lodi Estate, NewDelhi.
12. Family Planning Foundation, 198 Golf Link New Delhi.
13. Gravi-S (aram Vikas Sanstha) Centre for Community, Medicine, AIIMS Ansari Nagar, NewDelhi.
14. Ambadkar Institute of Social Research J-1907 Chitranjan Park.
15. Action for Food Production C-17 Community Centre, Safdarjang, Development Area, New Delhi.
16. Peoples Action for Development A-1, Nizamuddin.

The Ford Foundation in India - A profile.

The Ford Foundation is a private, non-profit, international philanthropic organisation with headquarters in New York. It works mainly by giving funds for educational developmental, research and experimental efforts designed to produce significant advances on selected themes of human welfare.

2. In the current biennium, 1981-82, the programme budget of the Foundation is US \$ 240 million, About 55

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per cent of this budget is allocated for programmes in developing countries, managed from nine field offices in Asia, Latin America, the middle East and Africa. The New Delhi field office is the oldest and largest.

3. In the past 30 years, the Foundation in India has committed about US\$ 178 million in grants and projects to 275 institutions through over 600 separate grant actions. The bulk of the work has been in rural development, intensive agricultural district programmes, agricultural research, water resource management, development of small scale industries, family planning services and research in reproductive biology, economic and social planning, urban and regional planning, public administration and management, educational development, and language and linguistics. During its first two decades, the Foundation was predominately ^{an operating foundation administering its own projects} A decade ago, the Foundation changed its operating style and now grants the overwhelming bulk of its resources to Indian Institutions to be operated directly by them. It commits about US \$ 5 million annually in India.

4. The foundation's programme places a strong emphasis on the needs of people who suffer the brunt of economic, social, and cultural deprivation. In the United

States the Foundation has a long-standing commitment to actions on problem confronting analysis is avoided. It could be attempted after a considerable length of dialogue with similar agencies, project leadership and experts on child development/social development and perhaps with the help of empirical data.

UNICEF's strategy for "reaching the unreached" in India and throughout the world- is to help governments establish or expand the basic services that all children require if they are to grow up to lead happy, healthy and productive lives. The performance of the men and women, destined to carry out the economic and social development of any country depends directly on the care they receive as children today. The minimum basic services that children need for proper physical and mental development include:-

Health care (Primary Health care for mothers, infants and children, Health education and disease control).

Clean water supply (safe water for drinking, cooking, and bathing) to prevent the spread of disease caused by lack of sanitation);

Nutrition (meaning enough of the right kind of food to prevent malnutrition and to aid physical and mental growth).

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Education (elementary schooling and out-of-school learning to rescue children from illiteracy and ignorance);

Training (to provide health workers, school teachers, social workers, nutritionists, and others needed for development tasks);

Welfare services (day care centres, youth and women's groups, and self-help projects to improve family and community life).

All India Panchayat Parishad

The AIPP is a non-political and non-part organisation which does not participate as party in elections to any statutory institution such as Panchayats, Municipal Corporation, State and Central legislatures. Its head quarters are located in Delhi. The jurisdiction of Parishad extend to the boundaries of the Republic of India.

Its aims and objectives include:-

- i) draw strength from mutual association and become effective instrument of democracy and national development;
- ii) be able to develop a national outlook rather than become parochial by remaining isolated from one another.

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- iii) to educate opinion in regard to Panchayat Raj so that there is greater public participation in the process of self government.
- iv) To promote the spirit of community, self help, mutual aid and socio-economic development among village folk.
- v) to inculcate responsibility towards economically and socially weaker sections.

The parishad undertakes the training of the related personnel and establishes schools or training institutes. It cooperates with the central and State Government educational Institutions and voluntary organisations to achieve the above objectives. It carries study in subject related to Panchayat Raj and also on rural life. Conducting surveys, evaluations and investigations is a co-current exercise. The Parishad also prepares and publishes book, pamphlets, periodicals papers etc.

The All India Panchayat Parishad was created by Balwant Rai Mehta designed to act as a federation and national custodian of Panchayat Raj. It has been the obligation of the A.I.P.P. to act as an attorney for Panchayat Raj institution and present before the nation a mirror of these institutions both in concept and in reality. The Parishad is aided by the Indian Council of social science research and central Government.

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Dr. Ensminger had the closest association with the programmes of the community development, panchayat Raj and Sahkari Samaj over 19 years of his stewardship of the Ford Foundation in India.

The Parishad works in collaboration -

with the National Institute of study and research in community development. The programme for travel across India by non-official community leaders, training of teachers in community development were financed by Ford Foundation. Dr. Ensmingers' work in allied fields has gone to contribute lateral support to the basic programme for development of the people.

Panchayats were perceived as 'Power to the People' Dr. Ensminger wrote a series of articles covering the entire landscape as a labour of love.

ALL INDIA WOMEN'S CONFERENCE

Introduction

The birth of the A.I.W.C. dates back to 1926, when Mrs. Margaret L. Cousins, a social worker and philanthropist of Irish origin, appealed to the women of India to join hands to air their problems like education of women, women's franchise and then suggested to form local committees. Her appeal which was in the form of a letter was not only published in all leading newspapers of the country but also addressed to eminent Indian women. It was in fact, an appeal

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made by the Director of Public Instruction, Bengal, at a prize giving function of Bethune College, Calcutta which acted as a stimulus and prompted Mrs. Cousins to take the initiative of creating an awareness among Indian women.

As early as 1917 a deputation of Indian women led by Mrs. Sarojini Naidu met Lord Chelmsford, the then Viceroy of India and also Secretary of State and demanded the "Women may be recognised as people", When the franchise was being drawn up. This was followed by an active campaign for women's suffrage by Mrs. H. Tata and Miss. M. Tata in 1919 in London where the campaign received strong support from British women. Both these women from India were well known social workers, deeply interested in women's welfare.

As a result, Indian women were enfranchised on equal terms with men for the first time with Madras taking the lead in 1921 and the Bihar Legislative Council the last to confer equal citizenship in 1929. Soon after 1917 various womens' organisations and social welfare organisation came into existence, promoting the cause of women and thus linking together women all over India. The major step in the linking process was the inception of A.I.W.C. which brought women to common platform. Incidentally the first conference was organised in Poona in January 1927 and representatives of 20 branches all over India participated in

it. Today there are as many as 102 branches and A.I.W.C. has a total membership of over hundred thousand women from all walks of life. Besides the local branches there are International branches of the AIWC in cities like London, Moscow, New York.

2. Aims and Objects

- a. To work for a society based on the principles of social justice, personal integrity and equal rights and opportunities for all.
- b. To secure recognition of the inherent right of every human being to work and to the essentials of life such as food clothing housing, education, social amenities and security, in the belief that these should not be determined by accident of birth or sex but by planned social distribution.
- c. To support the claim of every citizen to the right to enjoy basic ^{civil} liberties.
- d. To stand against all separatist tendencies and to promote greater national integrations and unity.
- e. To work actively for the general progress and welfare of women and children and to help women utilise to the fullest the fundamental rights conferred on them by the Constitution of Indian Union.
- f. To co-operate with people and organisations of the

world for the implementation of these principles which alone can assure permanent international amity and world peace.

Activities

- a. To orga-nise conference relating to women's problem.
- b. Social welfare programmes and services.

To Organise Conference :

AIWC has been participating and organising numerous National and International Conference over the year. At the National level, AIWC members meet twice a year at the half yearly and Annual Conference at different centres in the country to discuss and solve problems connected with the welfare of women.

At the International level AIWC has been represented at a number of conferences also to put forth their problems and views in matters of mutual interest.

To Mention a Few Important Ones :

- 1930 -& International Congress of women for Suffrage and Equality held in Berlin.
- 1932 - Second Round Table Conference held in London.
- 1947 - First Asia Relations Conference held in New Delhi.

- 1951 - Conference of International Alliance of Women.
- 1951 - Congress of Women's International United League for Peace and Freedom.
- 1952 - Conference of International Union for Child Welfare.
- 1954 - U.N. Commission on the Status of Women held in New York.
- 1958 - Afro Asian Conference held in Colombo.
- 1970 - International Alliance of Women XXII Convention held in Kongstern.
- 1972 - U.N. Global Conference on the Human Environment.
- 1974 - U.N. World Population Conference held in Bucharest.
- 1976 - International Alliance of women's congress held in New York.
- 1979 - ESCAP Conference.
- 1980 - U.N. Decade for Women held in Copenhagen.

AIWC also had the pleasure of hosting some important Conferences like the Asian Women's Conference in 1931 and the 23rd Triennial Congress of International Alliance of Women in 1973 at Delhi. Rights from its inception in 1927 AIWC has been holding Annual Conference regularly, except during the year 1943-44 and 1965, when a resumé of the

numerous achievements were announced.

Social Welfare Programmes and Services

Every year during the annual conference, new programmes are undertaken, Branch representatives prepare plans for implementing these programmes within their own area.

To mention some of the programmes :

Working Girls Hostels, Balwadis (Schools for children below five years coming from poor family). Small savings Handicrafts, Sewing centres, Free Medical Aid, Mobile Health Units/Family Planning Centres, Fair Price Shops, Schools for the Blind, Centres for mentally retarded Condensed Courses for women for Secondary School leaving Certificate Examination, Adult Education Centres, Leprosy Work, Canteens Flood Bank, Printing Presses, Marriage Bureaus, Flour Mills, Food Inspection.

Special Mention May However Be Made of :-

- a. Vocational training in hand composing and textile printing which is imparted to the poor and needy women for a period of six months, to enable them earn their livelihood elsewhere at such centres.
- b) Free legal aid is given to families who cannot afford to arrange for a lawyer on their own.

- c) Along with the branches the AIWC is also maintaining 100 creches with the grant received from the Central Social Welfare Board.
- d) It organises lectures, meetings, debates, film shows and different day-s of national importance such as Women's day, mother's day, Teachers' Day World Day of Disabled, Human Rights Day etc.
- e) AIWC has also taken the initiative of building a Cancer Hospital in Madras.

ACHIEVEMENTS

The AIWC has made great contribution in the enlightenment of women under the illustrious leadership of eminent women like Margret Cousins, A.L. Huidekoper, Sarojini Naidu, Muthulakshmi Reddy, Rajkumari Amrit Kaur, Vijaya Lakshmi Pandit, Kamla Devi Chattopadhyaya and such others.

It has been responsible for starting :

The first Home Science College in India at Delhi in 1932 which is popularly know as the Lady Irwin College.

The first Family Planning centres as early as 1937, this is one of the activities which received maximum encouragement from most of the branches.

Save the Children's fund in 1942, which later

became the foundation for the Indian Council of Child Welfare.

"Bapu Ghar" a house for the socially distressed women in 1965. Achieved consultative Status Category II with U.N. in 1947.

It has also succeeded in getting the following laws passed by the Government of India :

The Special Marriage Act, 1954.

The Hindu Marriages and Divorce Act, 1955.

The Hindu Minority and Guardianship Act, 1958.

The Suppression of Immoral Traffic in women and Children Act, 1952, Inter State Succession Act, 1956.

The Orphanages and Widows Home Act.

The Dowry Act, 1961.

It has succeeded in helping working women to get equal pay and facilities for equal work with men.

The organisation has been represented on various committees/commissions, like the National Committee on the Status of Women in 1975, State Vocational Education Board for the Union Territory of Delhi in 1980 and the U.N. Commission on the Status of Women.

A Working Women's Hostel attached to the central office has been constructed for the low income groups who come to Delhi from the length and breadth

breadth of India, seeking jobs.

Approximately 300 working women are presently housed in the hostel. The central Office is also maintaining a library which is reference and research unit specialising on 'Women's studies.'.

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PROFILE OF A VOLUNTARY AGENCYINDIAN ADULT EDUCATION ASSOCIATION

Started in a small way, by a group of dedicated workers about 40 years ago, the Indian Adult Education Association is a pioneering organisation in the field of education. In the earlier days, the Association's major thrust was on creating a public opinion favourable to public policy on adult education and mobilising support for the movement from Government and other institutions. Today, adult education having been recognised as an essential aspect of national development, Association's efforts are directed at making the programmes in its field more purposeful and effective. Towards this end, the Association functions as a federation of about 250 affiliated organisations all over the country and supports their activities by bringing them together by organizing conferences, seminars, workshops and discussion groups. It also provides its members and with expert help in the area of adult education. An All India Adult Education Conference has been a regular annual feature of the Association's activities over the past 32 years. The conference provides a forum to large number of agencies working in the field of adult education for exchange of ideas and experience.

Providing training to adult education functionaries in furtherance of the Associations objectives is an important aspect of Associations work. In the context of the National Adult Education Programme (NAEP) a three pronged training programme has been started consisting of short term training at local, regional and inter-regional levels, field visits for field workers in small batches to on-going programmes for adult education, and self training through manuals or handbooks for laymen interested in adult education work.

The Association undertakes field projects^{as} and when necessary to obtain a feed-back from the field. In Delhi, some sixty adult education centres were functioning under NAEP. In the area of research in Adult Education the Association undertakes surveys and study projects on its own as also in collaboration with other institutions.

In furtherance of its basic objective, the Association also serves as a clearing house on information concerning adult education, prepares and supplies slides, charts, films etc. arranges public lectures, demonstrations, conferences, other meetings. It brings out Indian Journal of Adult Education on monthly basis. To cater to the needs of field level workers and neo-literates in Hindi speaking States, the Association also publishes "Praich Shiksha" on monthly basis.

Y. M. C. A.

" A social organisation like the Y.M.C.A. cannot be true to the objectives, unless we can show our concern for the vast problem (More than half the population as illiterate and forming the poorest of the poor section of our people) that confronts the nation and do our utmost to alleviate the condition of these poor villages".

K.M. Philip, President

National Council of Y.M.C.A. of India.

The Y.M.C.A. one of the pioneering institutions of India has started the work of rural reconstruction almost half a century ago. During the last 15 years this work has been extended and expanded and given new life. An all India Committee is headed by a full time Director at YMCA Parliament Street, New Delhi. For inspiration in community development work and rural uplift centres at Martandam and Kanyakumari can be visited.

Imbued with nationalism, Mr. K.T. Paul, a contemporary of Mahatma Gandhi worked with respect, admiration and commitment for rural reconstruction. A plan was proposed by Dr. T.A. Koshy for rural development and Adult Education programme. The Christian Medical College and Hospital

Vellore has an extension wing dealing with rural health and social affairs.

It is YMCA's firm belief that these people of rural folk can be helped to become partners in prosperity provided they are given a chance to get away from their backwardness.

During the late seventies India YMCA adopted a National Plan for Rural Development at the following places :-

1. Alwaye (Akriahi Vegyan Kendra)
2. Integrated Rural Development Centres at -
 1. Kumbalgarh - Bangalore
 2. Yellagiri - Andhra Pradesh
 3. Hyderabad
 4. Maranghada - Ranchi, Bihar
 5. Hodal - New Delhi (Haryana)
 6. Sat Tal - U.P.
 7. Gulpur - Rai Bareilly U.P.
 8. Indupukt - Andhra Pradesh

Some more Voluntary bodies and their function

Nagari Lipi Parishad

Gandhi Smarak Nidhi, New Delhi.

Nagri Lipi Parishad has been working to simplify

Communication through the written word. Nagri Lipi has the characteristics of conforming to the sound exactly spoken in a language. Be it foreign or any other Indian Language. Language is the vehicle of thoughts as such 'Parishad's role is commendable in making Adults realise that their difficulty is solved to a large extent in learning a new language. The erstwhile information and Broadcasting Minister gave his entire speech in Russian by reading it through the Devnagari Lipi. Nagri Lipi has the potential to educate the masses in the shortest possible time. The alphabets and matras together instantly respond to human urge of expression. Mahatma Gandhi worked hard through 'Dakshini Bharti Rashtra Bhasha Samiti' to make use of this valuable treasure for mass education. Nagri Parishad with its voluntary efforts brings out a quarterly 'Nagri sangam'. Irrespective of caste or creed, sect or religion the Parishad enrolls members who have a love for Dev Nagri Lipi, for its sisterly cooperation with other regional language of India. Dr. D.P. Patnaik, Dr. I. Pandurang Rai are among the members of Editorial Board. Chief Editor is Dr. Mallik Mohammad who is a source of inspiration to fellow writers. Nagri Lipi Parishad has made 'national integration' and an experience of the people of India.

(The National Poet Subramaniam Bharti)

("We shall share the products of wheat grown on the banks of mother Ganga with our chaste offer of smooth delicious beetles grown around river Cauvery. We shall gladly invite Maharaja Shivaji's poetry of valour and vigour melodious brave deeds by offering affectionately the valuable and beautiful elephant tusk)"

The supreme aims of education being as 'self realisation, elevating the spirit of unity, self searching purging and purification, acquiring the higher value of life beyond the materialistic approach, it is through Dev Nagari Lipi that one can recite, pronounce and leave exhilarating effect for the audience i.e. the participants (term of adult education).

The Central Hindi Directorate too in association with Nagri Parishad is putting in efforts to make the use of Hindi easier and adoptable. The Directorate with its headquarters at R.K. Puram has a full fledged department

of correspondence Education in learning Hindi. It offers phased programmes for qualifying graded Hindi tests through Dev Nagri.

According to a plan sponsored by the Electronics Department of Government of India, the Birla Institute of Technology and Science has produced a (Proto-type of Dev Nagri Computer). Many adult having gained literacy skill will find themselves thrilled when they too can go through :

1. Their own electric bills
2. Statistical data
3. Demographical details.
4. Exam results pay rolls etc.

prepared through Dev Nagri, Even Railway Reservations chart and pinpoint typing of Bank drafts is in use.

The Gandhi Smarak Nighi

Gandhi . Smarak Nighi was established as a trust in theyear 1959.

Conduct and promotion of the manifold constructive activities with which Mahatma Gandhi was associated during his life time and any other activities in furtherance of his ideals including such activities as would conduce to the general welfare of the poor and needy in India is the

main object of the trust. The state Nidhis and the units are also undertaking such responsibilities.

"The Central Smarak Nidhi is expected to strengthen the forces of the constructive work in the country by various modes of coordination of their activities and mobilising their forces into a collective strength to be agencies vigilantly working for classless and casteless society and also responding to the urgent immediate problems of the society towards the solution of which they must contribute."*

The concept behind the working is that though the means of social development is mainly covennment the foundation of the society is based on spirituality. Hence efforts should be directed towards our own development.

The regular publication is 'Sanskhalul' both in Hindi and English. It serves as information bulletin of Gandhian work (indicating the need for closer coordination and integration of approach in Gandhian work).

UPGRADING WORKERS

The Qualitative improvement of the Constructive workers is the key-role on which the programmes of

1. Gandhi Smarak Nidhi, Annual Report 1983.

Sarvodaya Vichar Examination is carried. It has three stages

1. Prarambhik
2. Pravesh
3. Parichaya.

Swadhyaya Saminal, Patti Kalaven

The practice of holding such seminars was started in 1971 by the Nidhi and they were held regularly. Their objective has been to think deeply on subject helpful in strengthening constructive and making workers study minded. Important topics like 'Vigyan Ki Sahi Disha' are discussed.

The constructive workers conference at Indore focussed on 'Krishi Khetra Scheme', Goshala, Health Centre and training of farmers.

Training Gandhian through courses:

Irrespective of one's professional pursuits it is necessary to orient the minds of young people towards understanding the validity of Gandhian ideas in economics, politics, education, culture and other sphere of life.

Aid to constructive workers:

Nidhi continues to help old constructive workers and close associates in carrying out economic oriented jobs.

Himalaya Sewa Sangh

Himalaya Sewa Sangh was registered as an autonomous organisation in April 1970 in pursuance of a joint recommendation made by Border Area Coordination Committee and

Delhi School of social work at a convention held in 1967, that a National organisation should be formed to take up social service in Himalayas on a permanent basis.

Among the main objectives are :- to build up defence potential in this region of strategic importance by bringing people into the National mainstream, through social, cultural community self reliance ; to undertake programmes directly as well as through other agencies of socio-economic surveys and initiate promotional activities; to maximise the effect of the available resources by the existing organisations.

It has been the effort of the Sangh to help local social service organisations in their activities and help them to become self reliant.

Mountaineering being an adventuring experience for the youth from every part of the country, the youth in Delhi can also approach Sangh for guidance and persuading Sangh to register 'Mountaineering' too as one of the objectives as an educational experience.

Following the Two seminar at Shilong and Dehradun on Man & Forest' a seminar on People and forest was held in New Delhi on December 21, 1977. This embraces a National issue.

The first National Conference on Problems of the Himalaya was held at Gandhi Peace Foundation in New Delhi in November, 1971.

Such bodies of National Importance should regularly exhibit their activities in Delhi too to ventilate their services to the people and elicit their contribution to the home town far in Himalayas ; We should hear their activities during Monsoons. When whole of Assam is threatened by heavy floods of Brahmaputra.

These voluntary bodies are having their own charter of work and discipline. The mode of work however should be that their work in the community is vividly clear and conceivable. Although grants from the government assist their work yet there should not be a complacency ignoring community's contribution. A collection from the community does not mean that they are accountable to every member but because they (Voluntary bodies) are alive to the situation and people around them with their actual problems. Voluntary bodies in some cases do not like the least accountability even to the funding organisation or even the Government. This they consider derogatory and a check on independent functioning. This attitude of voluntary bodies to follow the easiest and safe path is ruinous to the voluntary spirit. ~~Out of several programme~~
~~of development initiated by the Govt. the voluntary are~~
~~chary. This should not be the way.~~

~~spirit~~. Out of several programmes of development initiated by the Government the voluntary bodies are choosers. This should not be the way. As per the allotment of work, these voluntary bodies should show their determination and keenness in crystallising the achievable targets or goals set before them with adequate efficiency. Most organisations are with their Headquarters at centre are satisfied with their coordinating work in a secretariate fashion rather than involving locally in some pilot programmes.

Adult Education through TelevisionA statistical Analysis

On Television the programmes telecast give a composite picture of Adult Education. Awareness being a part of the curriculum, even news as such can be counted as adult education. But so far as literacy and functional aspect is concerned for the age group of 15-35 (which can be called the bread earning group), it is very much missing exhaustive list of programmes telecast date wise. A random sample available of July 82 * shows that number of programmes on adult education was only one (the frequency being one) for 12 minutes only and it formed only 0.1% of the ~~the~~ total telecast programme. If altogether 'public utility' schedule - social education"covering health, science, civic sense, is counted as one with a total of 634 minutes programme out of 10.263 minutes it forms only 6.2%. It is just equivalent to rural programme which has a frequency of 23 and covers 681 minutes being 6.6%. If the contents of the rural programme are so framed and presented that these almost supplement and reinforce Adult Education then the percentage of Adult Education can be almost 13%.

In the same month the frequency of programme for industrial worker, (who form a part of labour force) was 5 covering 102 minutes. For youths, the programme frequency was 11 covering 391 minutes. These two programmes together form 4.8%. Although programmes of the educated may be different in taste and approach yet some thing in common from socio-psychological point of view as Adventure, entrepreneurship, self reliance, self employment social responsibility can be produced to gain sometime on the side of adult education.

Now we observe that public utility plus rural plus industrial worker plus youth programmes put a together cover say about 13% of the total programme. This source can abundantly be utilised for Adult Education & if proper coordination is maintained between the producers of these programmes. Various Adult Education agencies both governmental and voluntary can be on the joint committee membership and produce/recommend the scripts covering details for adult education.

Footnote :-

*

Audience Record unit, Akashvani Bhawan New Delhi.

As envisaged in the 20 point programme, the adult education is a part of universalisation of education and is covered under the minimum need programme. The village development programmes on the side of income generating means and devices of self employment upgrading the skills ; can also be counted under the head of Adult Education.

The analysis shows that there can still be room for giving programmes on adult education if we harness other programme like 'Aap Ke Liye' and make them utility based.

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TABLE - I
PROGRAMME COMPOSITION BY TYPE
JULY - 1982.

Type of Programme	No. of progress	Mts.	Duration
			Percentage to total
<u>General Programme</u>			
<u>NEWS:</u>	93	1302	<u>12.6</u>
English	31	620	6.0
Hindi	31	620	6.0
Spot News	31	62	0.6
<u>CURRENT AFFAIRS:</u>			
Hindi	9	170	<u>1.7</u>
English	1	24	0.3
Regional Language	-	-	-
<u>MUSIC:</u>	16	369	3.6
Local	14	314	3.1
Instrumental	2	35	0.5
Dance	4	103	1.0
Plays/Skits/serials	9	449	4.4
<u>SPECIAL AUDIENCE PROG.</u>	51	1401	<u>13.6</u>
Women	-	-	-
Children	11	202	2.0
Rural	23	681	6.6
Industrial workers	5	102	1.0
Youth	11	391	3.8
Elderly people	1	25	0.2
Workers	44	2223	21.7
Lecture/Document	27	491	4.8
Lectures film/filmbased	28	1575	<u>15.3</u>
Children			

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Name of Programme	No. of Progs.	Duration	
		Mts.	Percentage Total
<u>IC UTILITY SCHEDULE</u>			
<u>EDUCATION</u>	26	634	6.2
Math	6	143	1.4
Science	3	73	0.7
Common Sense	8	235	2.3
Adult Education	8	171	1.7
Adult Education	1	12	0.1
	5	141	1.4
Workers' Forum	4	101	1.0
Programme Highlights/ Announcements	122	517	5.0
Programme in General (Radio/TV /Reports, stills)	40	706	6.9
Commercial	22	81	0.8
Total	<u>500</u>	<u>10263</u>	<u>100.0</u>
Radio TV	68	1788	14.8
Radio Total	<u>568</u>	<u>12051</u>	

Source: Transmission Log Book.

The School of Correspondence Course - Delhi University

The rush and pressure of additional enrolment came over on Delhi University ever since the closure of Punjab University, Camp College at Mandir Marg. The decency of day colleges and their envying proficiency in teaching standards was marooned ever since the taking up of evening classes by Delhi University in its campus. ~~The Punjab University too restricted its campus.~~ The Punjab University too restricted its jurisdiction to Delhi and in turn Delhi had to make a provision in the changed political situation being a metropolitan city and union territory. There has been a haze in appointment of teachers as well as the administrative and secretariat staff in switching over to correspondence course stream. The correspondence courses teaching system require tender care, sophistication and careful handling. It cannot work like a civil supply office for food and cement.

The environment has been such all over the time of 20 years. Intimacy and acquaintance is the first pre-requisite in correspondence system of education. This could better be handed by some voluntary body of repute who can work with missionary zeal and dedication wiping out the backlogs and balancing the

the situation to create confidence among students for learning with competitive spirit, also distributing the work to be completed according to work schedule of the year at all levels of the staff. I think Y.M.C.A. can do it.

The profile of correspondence course school
Delhi University : A statement.

FROM COMMITTEE TO COMMITTEE

Committees may come and committees may go but the school of Correspondence of Delhi University goes on its own way.

At least three different committees have gone into the problems of and deficiencies in its working since 1979. One failed to make any recommendations. The other two might have done well to emulate it because no one has cared to implement the suggestions made by them after due deliberations.

Under the university statute, the committees are required to inspect each institution every two years and submit a report. The present committee is said to have made recommendations almost identical to those of the previous committee as also of the chairman of the school governing body. Nobody so far seems to

have thought fit to put through the proposals made to improve the schools' functioning.

To trace the curious course of the committee business, one has to begin with the inspection committee which studied the school's working this year. The six member committee headed by Prof. G.P. Srivastava consisted of Prof. Nirmala Jain, Dr. G.L. Pandit Dr. V. Upadhyaya, Prof. S.P. Luthra and Mrs. Kiron Walia. It inspected the school on April 17 and 19. Its retrospect is expected to be discussed by the academic council today (July 12).

Perhaps the most significant suggestion of this inspection committee is that a "high power committee" should be appointed to look into the working of the school. The new committee should suggest measures for improvement, assess the progress made by the school during the last 20 years and lay down norms of staff strength, administration and library facilities.

LAXITY FOUND

The committee found laxity in the mailing of the correspondence courses. It has recommended that

efforts should be made to post lessons to students well within time so that the "personal contact programme" which follows, works out to their benefit.

It obviously failed to collect sufficient data to scrutinise the administration of the school. It has, therefore, suggested that computer facilities should be introduced to get the data quickly, particularly in respect of the stock position, despatch of lessons and payment of dues. This would improve the school's contact with the students, because unposted lessons or lessons posted late defeat the very objective of education through correspondence.

At least some of the recommendation of the present committee are similar to those made by earlier committees. These include holding of examinations and simultaneously with the university examinations and extension of university library facilities available at the regional centres - South Delhi Campus, Greater Kailash Shahdara, and west Delhi. The recommendations of library facilities was first made in 1979. It was also then suggested that the students of the school should be permitted to use different under graduates libraries of the Delhi University Library system.

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Another proposal made often is that the University Grants Commission should be approached for funds for staff quarters.

GANGULY REPORT

Prior to the visit of the present committee, the last time an inspection committee visited the school was way back in 1979. Under the rules, the school should have been inspected in 1981. But for unknown reasons this was not done. In between, in 1980 Prof. H.C. Ganguli the then chairman of the school, was asked to prepare a report regarding the institution.

The "Ganguly Report" was the subject of a fiery five hour debate at the Executive Council meeting in July 1981. The E.C. authorised the vice chancellor to appoint a committee to 'identify the problems of the school of correspondence' and suggest remedies within three months. The VC informed the EC at its next meeting that he had appointed a three member committee comprising Dr. Amrik Singh, Prof. B.S. Sharma, and Mr. J. Veeraraghavan. It is not known if the committee made any report. In any case it was not submitted to the Executive Council for discussion.

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The Committee headed by Prof. Srivastava happily enough, seems to have completed its report and brought out some interesting facts which would be discussed by the academic council now. The members held talks with the teachers and karamcharis of the school. The committee was informed of persistent problems relating to writing, printing and despatch of lessons. There is always a gap between the decisions on change in syllabus and compiling of lessons. The teachers must be told of changes at least by December every year so that lessons are revised and rewritten in time for the next academic session. Under the present practice the decision of change in syllabus is taken as late as April-May, which gives little time to teachers to work on the new lessons.

LOWEST ENROLMENT

Another significant fact that has emerged during the committees inspection is that the school, which at present has an enrolment of 14,000 students, proposes to fix the maximum intake at 15,0000. Notably when the number of courses offered by the institution was far less than today and the eligibility condition was 40 per cent marks, its student strength was 16,999 in 1969-70. In 1979-80 for various reasons, its enrolment touched an all time low of 8,276.

However, both the students and the staff of the school of correspondence courses fervently hope that the srivastava committee and its report will not meet the same fate. This committee has unequivocally pointed out that the institution has not developed the way it should have. Urgent steps are required to give it a proper building and library. If in fact if the administration and teaching blocks could be extended and proper building provided for the school, the old building is already a candidate for demolition.

A disheartening episode to 'pass' students with below 50% percentage is that the University has refused them admission to Post Graduate Examination either through correspondence Course or to appear as an external candidate. The University should review the decision with other universities permitting such students privately, allowing the aspiring candidates to improve their potential. The Indian University Association may also examine the issue in all its implications.

6

Apart from the above modalities in evaluation, the evaluation organisations should broaden their activities so as to fulfill other functions expected of them as operational problems and suggesting ways to strengthen the programme. The details can separately and jointly assist policy makers, planners and administrators and those organising the programme at grass-root level.

A versatile procedure of making use of these evaluations can be.

1. Preparation of summaries of evaluation reports and listing of the main findings for discussion with programme organisers, technical resources, agencies, evaluators, the evaluated bodies and to get their reaction on the studies.
2. Convening the meeting of all concerned implementing agencies to (a) decide on the follow up action needed on the findings (b) to consider areas for further studies.
3. To consolidate the gains and eliminate weaknesses on regular basis.
4. Developing a process of consultation between the State Government, implementing agencies, state resource centre and evaluation agency so that evaluation

process it: It gets needed support and encouragement.

5. Dissemination and sharing of the findings and follow up action with project personnel and field functionaries with the help of some briefs.

So far some 40 evaluation reports have been submitted by the following eight agencies.

1. A.N. Sinha Institute, Social Studies, Patna.
2. Xavier Labour Relation Institute, Jamshedpur.
3. Sardar Patel Institute of economics and social research Ahmedabad.
4. Centre of Advanced studies in Education, B.L.
5. Tata Institute of Social Science, BOMBAY.
6. Xavier labour relations Institute Jamshedpur.
7. Indian Institute of Management IIM, Ahmedabad.
8. Madras Institute of Development Studies, Madras.

The Ministry of Education has decided on a plan of action to remedy the shortcomings identified in programme operation and strengthening the strong features. Directorate of Adult Education has been maintaining continuous and regular contact with the State Government concerned. The Ministry was requested by DEA to consider

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the question of limit of amount for T/Ps to supervise visits, rise in cost of material and pleaded for necessary changes in the financial pattern.

During the training programme for project staff, important findings of appraisal studies are discussed and in consultation with them and the representatives of the evaluation Agency appropriate action is initiated. For all technical matters, the State resources centre is approached in the light of recommendations made earlier and deficiencies in respect of curriculum and material are tried to be removed.

There is now a better understanding and closer contact between the evaluation agencies, the State Govt. etc. necessary steps have been taken for intensification of supervisory visits, ensuring adequate and timely supply of teaching and learning materials, ensuring better maintenance of records and the centres.

✓ In the light of evaluation reports the following areas can be probed.

1. Apathy of Developmental Agencies about the significance of Adult Education in promoting their own schemes.
2. Training of field functionaries, content, methodology, duration and approach.

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3. Utilisation of mass media
4. Linkages with development programmes for motivation and awareness together with upgradation of functionality.

The state resources centre in Delhi has been requested by the Delhi Administration to take up a study of the suitability of materials used in Adult Education Centres in Delhi. The Central Directorate of Adult Education is having a proposal for total programme evaluation of the programmes implemented in Delhi.

The Involvement of the Programme Evaluation Organisation of the Planning Commission or the Bureau of Planning, Economics and Statistics or certain agriculture University and similar bodies could also be considered to take up evaluation work of Adult Education programme in Delhi State.

The situation in other states warrants that apart from monitoring, specific arrangement for evaluation be made. It would be appropriate for the Central Directorate of Adult Education and Adult Education Department of Delhi to decide on an institution which can take specific studies. In some states planning institutions have existed. Delhi does not lack similar competent institutions. For major consideration is deciding on the institution for evaluation should be that institution.

Main considerations for an evaluation in
could be :-

1. Does the evaluating body get the desired no. of
2. Are the centres desirably spread up to evidence the quality of the programme.
3. Do the evaluation get responses for their categorised details items, and questionnaire links.
4. What has been the universe and main thrust. How is the evaluation report going to be concerned with developmental programmes.
5. Distribution of finances and its appropriation.
6. A study of functionality of Beneficiaries.
7. Should or should not the centres/projects be aware of the ongoing evaluation.

The adult education programme as conceived needs professional support in matters such as training of personnels preparation of curriculum and materials, monitoring and evaluation. For providing such support a fairly well planned resource structure should exist at and DRC level.

8. To utilise the potential of electronic media and use folk media for motivational purposes

Specially and exclusively written plays be telecast through T.V. emphasizing the importance of literacy and the approach should be so simple and instructive that people may come forward to enrol themselves with the Adult Education Centres. Prof. Range chairman of the forum of parliamentarians and legislature on adult education applauded the Government's decision to have earmarked Rs. 60 crores for developmental T.V. programmes.

Parliamentary consultative committee and
Central Advisory Board on Adult Education

Nearly one third population in the age group of 15-35 has been projected for Adult Education Programme in 1991.

Age group	Population	No. of Literate	%	No. of Illiterate
15-20	74.8	41.2	55%	33.6
20-25	63.2	31.3	40.71%	31.9
25-35	97.0	46.8	48.21	50.2
15-35	235.0	119.3		115.7

The expert committee also estimate a population of 293.5 million for the age group of 15-35 to 1991.

Age group	Population	No. of literate	No. of literate
15-25	166.00	115.04	69.3
25-35	127.5	69.7	5.5
<hr/> 45-55	<hr/> 293.5	<hr/> 183.1	<hr/> 110.4

The yearwise break up and actual coverage is given below :-

1980-81	6th	2.6 actual	1985-86	11.5
1981-82	Five	3.1 "	1986-87	14.0
1982-83	Year	4.3 "	1987-88	17.0
1983-84	Plan	6.5 "	1988-89	20.9
1984-85		9.0 "	1989-1990	24.5
<hr/> Total 25.5			<hr/> Total 33.5	

The yearwise target for Delhi is as under :

83-84	84-85	85-86	86-87	87-88	88-89	89-90
45000	54000	60000	60000	80000	100000	160000

Ministry of Education - Publication 1423 Policy-respective and strategies)

The literacy level in Delhi has risen from 50.61 in

1971 - to 61.54 in 1981, in case of males it rose from 63.71 to 68.40 ; in case of females from 47.75 to 53.67. All these figure are higher than all India figures.

The Adult literacy programme initiated ⁱⁿ 1973-80 for improving the functional literacy of persons in the age group 16 to 35 years is included as part of the minimum need programme of the 6th five year plan. Against the coverage of 25,295 adult at the beginning of the 6th five year plan 46,000 adults were covered in 1982-83 under this. (Although the target could be achieved upto 39800).

The target of covering 50,000 adults in 1983-84 is likely to be achieved in the current financial year. Under the programme, there were 300 central centres, 633 territory (States) centres and 101 centre were operated by voluntary agencies at the beginning of the 6th five year plan. These figures went to 300, 1400 and 96 respectively, in 1982-83. A target to have 600 central centres, 2000 state centres and 101 centre run by voluntary agencies is fixed for 1983-84. It is anticipated that 237 central centres 1335 state centres would be opened in 1983-84 and 81 centres will be operated by voluntary agencies. A target to have 600 central centres 2000 state is proposed in 1984-85. The voluntary agencies will operate

101 centres. There will thus be 2700 Adult Education centres covering 50,000 Adults by the terminal year of the 6th Plan.

The figures slightly differ from those already applied for Central Directorate of Adult Education yet the target tallies and hence the objective of achievement is the same. Variations do creep ⁱⁿ because of completion of data and collection of Data stages.

The Ministry of Education and Culture is responsible for preparing specific plans to promote the education of Adults. Similarly the Delhi Administration, Adult Education Department is responsible for achieving the desired target. Other development departments of the Administration are also having programmes meant to educate the adults and inculcate knowledge attitudes and behavioural changes necessary for increasing the production and also improving the living and working conditions of the people.

In other departments the Directorate of Information and Public Relation holds the key position. The public dealing units of various departments can

Footnote :

The Text of 20 point programme of 5th Plan 1964-65

December 1963.) Planning Commission, New Delhi.

considered for education as they cannot provide a space for running classes. But to counter this statement some arrangement must be made if coverage is to be proper and that within the fold of plan period a portion of the population is gradually to be covered. Similarly in in South Delhi are the labour camps near Mehrauli Stone crushers and Tuglakabad Nehru Camp where Adult literacy classes should be run. In fact proper survey should be done first on the pattern of electoral roles covering wards, yards and streets. If government efforts are mobilised in the process of survey through university students as a part of NSS Programme, the job of identifying target group or clientele will be easy. The entire geographical area should be combed and national maps be prepared. An estimate of mobile population and immigrants can be made, slums can be detected or checked which pass unnoticed.

2. To enlist larger participation of students in the adult education programme as envisaged in the new 20-Point Economic Programme;

The training aspect is lost sight off when participation of students is pressed hard. Many things sound good philosophically but the programmes are not reality based. Fun and frolic alone is not adult education. However, immediately after the examinations much work

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of time can be utilised of theirs on some kind of remuneration basis. The actual teaching work can be undertaken by some students who have proven evidence of their being enlisted as adult educators.

3. To continue to provide grants-in-aid to voluntary organisation working in the field of Adult Education which have no communal leanings:-

Many voluntary organisations who contributed and worked vigorously for Adult education got leaned down and winded up their work since state efforts whisked them out of the scene. The Gandhi Peace foundation, Gandhi Smarak Nidhi of Delhi, Bharat Krishak Samaj and Panchayat Parishad All India have now abandoned the work. A few more like All India women council, Bharatiya Gramin Mahila Parishad have completely departed from the work of adult literacy or have limited this work to their affiliated branches in the states. They themselves have elevated in All India Postition enjoying grants for various courses they conduct on the pattern of women polytechnic where admission is restricted or based on merit. The voluntary organisation are of two types (1) with general aims, (2) with specific aims. Those with general aims as uplift of masses, people's participation,

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voluntary groups run literacy classes. The later ones are having their energy and resources utilised in high level training programme leading to productive work and upgrading the skill. The work of literacy falls short of their status and long standing. Those who sometime headed these institutions are now finding assignments by U.C.C. or the Ministry of Education to write text books for adult education as an independent discipline. A hectic search is necessary to find out such voluntary organisations now.

4. To strengthen post literacy programme to avoid lapses into illiteracy of the neo-literate;

In Delhi when 10 months' programme was over and most of the centres had finished their work of literacy together with depletion of funds specially for RLP centres, the question arose of employing the existing staff. The post literacy campaign was mobilised. The national workshop on Designing Training Programmes for Adult education functionaries held at Viswa Bharti Sriniketan (April 5 to 21) observed that in the post literacy stage the occupational, vocational and skill development training programmes should be conducted by the concerned department. Appropriate training and instructional material could be prepared

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factory. The universalisation of primary education and adult literacy are to be twin priorities for the Seventh Plan.

Adult literacy or schooling through nonformal schools is not merely important in itself but could be an important means of primary education as there is ample evidence that literate parents promote schooling. Given the rise in the age of marriage there should be a drive to enrol educated girls as primary school teachers in villages in their own districts or Tehsils. Delhi is a fast expanding education opportunity for women through various projects on nonformal education for women and girls in collaboration with UNICEF. The major objectives of the project is to strengthen the component of family life, education in general and mother and child care in particular.

The main activities envisaged under the project are:-

1. Development of visual materials and training material.
2. Strengthening the capacity of SMC.
3. Child care facilities so that the attendance of women learners improves.
4. Organisation of Research and Evaluation activities to determine the impact of child care centres and the materials. Funds for running child care centres 3857 in number, have been released. ICDS centres have similar services with non-formal

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objectives.

Projects at Present in Delhi

The different projects functioning at present are as under:-

Rural functional literacy Projects:-

These projects come under the centrally sponsored scheme with cent per cent funds. The number of such project at present is 316 spread up over the entire country. Delhi enjoys one 'Rural functional literacy project, which covers the Najafgarh, Nangloi and Narela areas of the rural Delhi. The scheme aims at setting up 300 adult education centres covering one or two contiguous development blocks. Each centre is required to enrol 30 illiterate adults. The financial pattern of projects provides funds for the costs of a field work, teaching learning materials, project administration, training and non-recurring costs on office furniture as well as jeeps for supervision. Although the funds are not diverted to other activities in Delhi but the vehicles for supervision have been commanded by the Directorate of Education. The responsibility for implementation rests with the additional D.E. of the Directorate of Education, Delhi, Administration. The overall view of shows that of the population 22,43,114 learners

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Learning at these centres. In Delhi under
 412 centres are working with 7665 learners, if
 30 run centres are included 415-290 (125) the
 enrolment comes to 10,5,50. A consolidated
 emerges through the Tables shown below:-

ALL INDIA POSITION

Types of Programme

	RFLP	SARP	NYKs	VAs	UGC/ College	OTHERS	Total
1. <u>Projects</u>							
. of	378	NA	144	351	738	820	2421
tioned							
jects							
2. <u>No. of</u>							
reporting	302	631	39	82	67	76**	1107
jects							+ 410
3. <u>Adult Education Centres (Under reporting projects)</u>							
4. <u>By type of</u>							
programmes							
(no.)	75923	66378	917	8643	1130	3913	154014

Continued :

b. By rural/urban area (Nos.)	Rural	Urban	Total
	147622	7292	154914.

c. By type of centre (no.)	** For Men	For Women	Combined	Total
	77805	57317	19192	154914

d. By category of attendance	Below 10	10-20	20-30	30 & above	Total
(percentage)	3.50	37.66	53.59	5.25	100.

3. Location (under reporting Centres)

a. By type of organisations.

MLP	MLP	VAS	NyKa	UGC	Others	Total
2245114	1922260	27341	35276	87408		4516957
	103608					

b. By sex and caste.

	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>S.C.</u>	<u>S.T.</u>
	278355	1938592	4516957	1202097	789595

Total

** Including

FLAW	2578365	2295542	4873907	N.A.	N.A.
------	---------	---------	---------	------	------

c. By rural /urban areas.

Rural	Urban	Total	Urban		Total
			Men	Women	
6. 101.	1622377	4337990	62752	116215	178967

* ... breakdown break-up not available.

** No. of reporting projects for ICDS (FLAW) stated by Ministry of Social Welfare is 527 taking these figures. The total goes up to 1648.

ALL INDIA POSITION

QUARTERLY PROGRESS REPORT FOR THE QUARTER
ENDING SEPTEMBER 1983.

COVERAGE BY PROJECTS:

As in the last quarter, during this quarter also the following schemes were to be implemented, Nov. 1984.

- i) Rural Functional Literacy Projects
- ii) State Adult Education Programme
- iii) Adult Education Programme through Voluntary Agencies
- iv) Adult Education through Nehru Yuvek Kendra
- v) Adult Education through colleges/universities assisted by U.G.C.
- vi) Programme of Functional literacy for Adult Women under the Integrated Child Development Schemes operated by the ministry of Social Welfare.

The analysis refers to the information received from 302 RFLP Projects, 631 SAEP, 82 Voluntary Agencies, 39 NYKs, 67 colleges/Universities and 76 ICDS(FLAW).

As per the information furnished by the ministry of Social Welfare, 820 projects were sanctioned during 1983-84 under the ICDS(FLAW) programme. The table below indicates

indicates number of projects sanctioned under different schemes financed by Central Govt. and the number of projects sending a report in respect of each of these schemes for the Quarter ending September 1983.

TABLE I

Number of Projects sanctioned (1983-84) and reported for Sept. 1983) in respect of Central Govt. aided programmes.

Sl. No.	Type of Programme	Number of Projects sanctioned during 1983-84	No. of projects sending a report during Sept. '83	Percentage of reported projects
1.	RFLP	378	302	79.89
2.	VAs	351	82	23.36
3.	NYKs	144	39	27.00
4.	College/univ.	738	67	9.08
5.	IGDS projects	820	76*	9.27
TOTAL		2631	566	
			41	
6.	SALP		631	

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* Number of projects sending reports to the Ministry of Social Welfare was 527.

** Scheme-wise break-up of 41 projects is not available.

State Adult Education Programme

Efforts are continuously being made to step up the coverage of the Adult Illiterate through schemes funded by the State Government. Not only are the on-going projects being strengthened but new projects are added to ensure that the programme reaches the educationally backward regions and secures the participation of women, scheduled castes and scheduled tribes communities whose literacy is nil or below the average literacy rate. The overall centres in India by Sept. 1983 were 72370 and total enrolment was 20,97,939. Although many areas prone ^{to} too much illiteracy have not been touched yet the existing strength of attendance at state run centres is encouraging. Delhi presents enrolment of 32880 at such centres.

Adult Education through Voluntary Bodies

As mentioned earlier the position of voluntary bodies in their working for adult illiterate are stands

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redundant. To ensure exact situation the Birla Cloth Mills were visited to assess the work of Delhi Adult Education Association. The erstwhile President Mr. Milind disclosed that there were no centres functioning as the earlier ones could not be looked after well. The funds could not be utilised to their fullest use. Now to ensure better and greater participation of voluntary agencies working in the field of Adult Education, Central Scheme of assistance, which remained in abeyance for sometime was reviewed in April, 1982. Under this scheme progress of Adult Education in Delhi.

	<u>15 to 35 years</u>			<u>35 years and above</u>		
	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1980-81	496	17152	17648	549	1887	2436
1981-82	6441	15858	22319	2864	10803	13667
1982-83	6824	22855	29679	1100	3871	4971
1983-84	9287	28828	38115	1966	7359	9325

Figures as on 31st May, 1984.

	<u>Male</u>	<u>Female</u>	<u>Total</u>	
Rural Areas	1800	7200	9000	Rural

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Urban

Areas	7156	23893	31049
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Some Observations

1. There is a sizable shot of figures of Males in 15-35 years group in 1980-81 and 1981-82. Female figures show an enormous verge say in Hundreds and ten thousands.
2. In the Age group of 35 and onwards, the figures are balancing (due to female centres P (1980-81)).
3. There is a steep decline in Male figures in 1982-83 from 2264 to 1100 (female from 10803 to 3871 and then the same has been maintained in 1983-84).
4. The figures for May 1984 both for Male and Female have shown regular coverage.
- 5.1. A deep study of returns in programmes attached (appendex) should be studied.
6. That data should be reliable in respect of centres already working and under attendance.

Bharat Adim Jati Sangh, Dr. Bhaliga foundation are doing praiseworthy work. Under this scheme, registered voluntary bodies are sanctioned grant by the Government of India for undertaking projects of functional literacy, post literacy, resource development, publications, holding seminars etc. The grant is given on projects at the rate of 100 p.c. on programme cost and 75% on administrative cost for field project. For publication and seminar the grant is limited to 50% and 75% respectively of the approved pattern. The Indian Adult Education Association has undertaken the Task of publication and holding seminars. The Delhi Adult Education Association which was lying inactive for sometime has recently conducted four AE centres two each in Salempur and west Muzaffuddin.

Involvement of Students and Youth in the Adult Education Programme

The U.G.C. has decided to involve actively universities-colleges all over the country in Adult Education Programme. In Delhi the National Service Scheme is looked after by a Department of the Delhi School of Social Work university of Delhi. Mrs. Sharma disclosed that a proper planning is required in Adult Education results from student and teacher participation etc. However

the academic syllabus includes the studies of regions, suburbs and population characteristic which are the pre-requisites of launching an educational programme. The U.G.C. has earmarked about Rs. 135 million to provide 100% financial assistance to the Universities and colleges for the period upto March 31, 1989-1990.

1st Phase : ending on 31st march 1985 covering affiliated universities and 1500 colleges, 15 to 20 thousand centres.

2nd Phase : March 1990 centres rising to 50,000.

The response from these centres as evinced by Tables of quarterly report has not been encouraging. The U.G.C. aided centres and those sponsored by the Ministry of assume to be autonomous without being responsible to the State headquarters to apprise them with their progress. This attitude is negative and requires to be improved.

It is expected that University and College student will be involved in spreading universal elementary education to the non-school going children and help them getting admitted to the Primary or non-formal Schools/centres. They could also organise remedial coaching classes for the weak and academically under

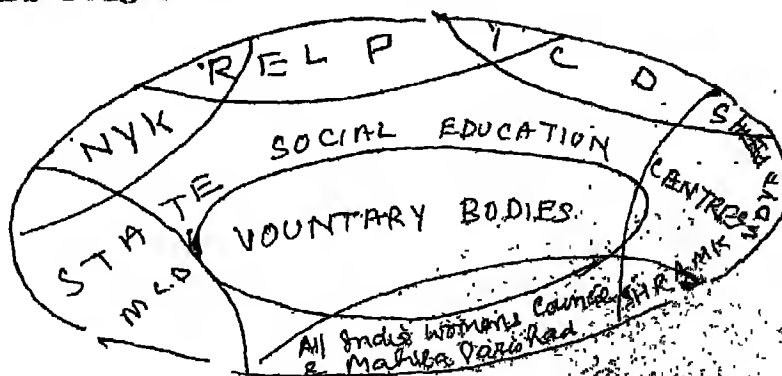
privileged children of the society. This is hoped will go a long way in reducing illiteracy. No tangible results have emerged so far as the survey shows. The students who visit villages should go with a definite programme in view with some orientation and training.

Nehru Yuvek Kendras

The involvement of non-student youth in the Adult Education programme has also been conceived mainly through Nehru Yuvek Kendras. It is proposed to strengthen the present efforts of NYKS in taking up sizable programme, adult education within their respective areas. While the Funds for the purpose will continue to be provided as before, the state Governments Union Territory Administration within whose jurisdiction the NYKS are established have been advised to extend help and cooperation to NYKS in developing suitable programme of training and educating the youth according to their felt needs. In Delhi the main library of State Social Education is the centre of NYK where youth can immediately meet and seek suitable career advice with fellow youths and can extend healthy relations. During 1982-83, 144 NYKS were provided funds for organising adult education programme in the country. On an average 12 Rs. were provided to each NYK to organise a programme. The number

of NYAs getting grants during 1983-84 is expected to be 150. They will organise around three thousand centres with a coverage of about 90,000 adult learners.

When State Governments are expected to extend help for their training and programme formation, it is very pertinent to leave it to the State survey where such centres can be started. Very often duplication of efforts happen and the same clientele is repeated in more than two centres of different agencies. The resources which could be otherwise utilised elsewhere go waste due to non-coordination. No agency should start another centre with same contents and same clientele in the same area. The trained staff and material could be utilised for an ~~other~~ other area which is not covered under priority at this stage.



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Shramik Vidyapeeths:

Other than the separate Board of workers education connected with INTUC, Shramik Vidyapeeths are funded by the Government of India. The programme was started in 1967 to provide integrated education to the urban and industrial work ers. The programme is designed (a) to ensure allround development of the workers and members of their families. The curriculum is drawn on the basis of their needs and interests and to raise their productive ability with a view to enriching their lives. This is a continuing nonformal education both from the organised and unorganised sectors. A meaningful scheme can be drawn to involve Shramik Vidyapeeths in basic literacy stage. There are 17 Shramik Vidyapeeths in different states located in major industrial towns. These Shramik Vidyapeeths should find their liaison with the Directorate of Workers education whose headquarters are in Nagpur and Branch in R Faridabad (Delhi) who provide training programme in labour welfare, with leadership contents. Upto 1982, 2379 programmes were organised by various Shramik Vidyapeeths benefitting 62896 workers. The built of Okhla and New Okhla industrial Estate can be surveyed for locating the beneficiaries.

Functional literacy for Adult Women:

Started in 1972 and funded by Government of India, the programme is aimed at imparting literacy skills to

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rural and urban women under the integrated child development Service Scheme. The main thrust is on health and hygiene, food and nutrition, home management and child care, civic education and vocational occupation skills. The Ministry of Social Welfare implements these centres which benefited 354186 women during 1982-83.

Post-Literacy and follow up Programmes:

This is with a view to inducting Neo-literates (who had acquired basic literacy skills in the 10 months adult education course) to a process of continuing education. Responsibility for organising and funding this programme should rest with the project agency which is responsible for conducting the adult education programme.

13 States, 1 U.T. and 10 VAs whose proposals were received got the funds for conducting such post literacy centres.

The Directorate of Adult Education (Central) has developed broad guidelines and is engaged in developing ^{sample} ~~single~~ material to illustrate the use of these guidelines by SRC and other agencies.

As mentioned earlier the post literacy programme should be developed by development departments and should be widely circulated through Adult Education Agencies in their centres.

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T A B L E

Number of Adult Education Centres organised
under different programmes.

Sl.No.	State/UT	RFLP	SAED	VA's	NYKs	College UGC	Other	Total
1.	Delhi	200	4366	-	-	-	3	1548
2.	All India Figure.	75923	66378	6643	917	1130	3913	154914
3.	Percentage	49.01	42.85	4.29	0.59	0.73	2.63	100.0

Table

Distribution of Centres by
Rural/Urban Areas.

Sl.No.	State/UT	Rural	Urban	Total
1.	Delhi	415	1233	1648
2.	All India Figure	147622	7292	154914
	Percentage	95.29	4.71	100.00

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Table

Distribution of Centres by types of Categories.

Sl.No.	States/UT.	For Men	For Women	Combined	Total
1.	Delhi	396	1251	1	1648
2.	All India Figure	77805	57917	19192	154914
3.	Percentage	50.22	37.39	12.39	100.00

Table

Percentage Distribution of Adult Education

Centres by attendance:

Sl.No.	Average daily Attendance	Percentage to Centres to total.
1.	Below - 10	3.50
2.	10 to Below - 20	37.66
3.	20 to 30	53.59
4.	30 and above	5.25
Total		100.00

Table

Statewise percentage distribution
of AEC by attendance slabs.

Sl.No.	State/UT	Below 10	10-20	20-30	30 & above	Total
1.	Delhi	16.68	43.76	33.25	7.31	100.00
	All India Figure.	3.50	37.66	53.59	5.25	100.0

Table

Statewise distribution of enrolment
in AEC by type of Programme.

Sl.No.	State/ UT	RFLP	SAEP	VAs	Nykaa	UGC Others	Total
1.	Delhi	7665	32880	-	-	66	40611
2.	All India Figure	2245114	1922260	199608	35226	87403	4516959
3.	Percentage	49.70	42.56	4.42	0.61	0.77	1.94

Table

State/UT-wise Enrolment of Men, Women,
Total Scheduled Castes and Scheduled Tribes.

Sl.No.	State/UTs	Men	Women	Total	SC	S.T.(%)
1.	Delhi	9248 (22.77)	31363 (77.23)	40611	10877 (26.78)	07 (0.21)
2.	All India figure.	2578365	1938592	4516957	1202097	709595
3.	Percentage	(57.83)		(26.61)	(6.61)	(17.48)

Table

Enrolment of Scheduled Castes
by type of Programme.

Sl.No.	State/UTs	RFLP	SAEW	VA's	NyKa	UGC	Others	Total
1.	Delhi	2612	8253	-	-	-	12	10877
2.	All India figure	617662	484030	69087	8096	9376	13543	1202097
3.	Percentage	51.35	40.26	5.75	0.67	0.86	1.14	100.00

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TABLE

Enrolment of Scheduled Castes
by type of Programmes.

Sl.No.	State/UTS	RFLP	SAED	VAs	NYKs	UGC	Others	Total
1.	Delhi	-	80	-	-	-	7	87
2.	All India Figures	356641	394473	270047	1443	1671	8360	789595
3.	Percentage	45.17	49.96	3.42	0.18	0.21	1.06	100.00

Table

Distribution of Enrolment by
Rural and Urban Areas.

Sl.No.	States/UT	Rural			Urban		
		Men	Women	Total	Men	Women	Total
1.	India	2127	8423	10500	7121	22940	30061
2.	All India Figures.	2515613	1822377	4337990	62762	116215	178967
3.	Percentage	57.99	42.01	95.87	35.06	64.94	41.5

[illegible][illegible]

Union Territory Boundary	
Block Boundary	
Village Boundary	
Urban Boundary	
River	
Railway lines	
Pucca Road	

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Rural Delhi

An overall view of Life and Occupation of the people.

In view of the Adult education programme in and around Rural Delhi it is pertinent to analyse the various environmental and sociological factors which can lead to the decision of types of functional programmes or income generating schemes to be strengthened in rural areas of the Union Territory of Delhi.

Of the four Blocks Mehrauli, Nazafgarh, Nangloi and Alipur the flooded area of Alipur in unprecedented flood of 1978 was selected as a sample of study involving the participation of local authorities, public administration Delhi, the aided agencies of the Government of India, Youth Clubs and other benevolent institutions.

Geographically Alipur lies at 28° 40' latitude North and 77.2° 77.14' Longitude. The Alipur Block is one of the Blocks of Delhi Tehsil including 45 Panchayats of 59 existing and 11 deserted villages. The climate is semi-arid average temperature 25.1 °C. The soil is alluvial with loamy bottom. According to 1981 census its population is over one lakh. The literacy rate 40.25 (70 Male 30/Female). The Block being covered under the Union Territory under the Metropolitan Act for Delhi.

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of 136 enjoys the following inbuilt structure.

1. ~~Kaxux~~
1. Served by Roads and Bus Service.
2. Communication facilities of Telegraph and Telephones.
3. One Hospital 10 Dispensaries, 3 maternity and child welfare centres.
4. Veterinary Service, one
5. 13 Nursery School, 89 Primary Schools 32 middle and Higher Secondary School.

Following the decision of Government of India to activate youth energy for the development of rural areas* Nehru Yuvak Kendra

The need for having a national youth policy was emphasised in the commonwealth meeting on Government Policy on youth affairs held at Chandigarh in March 1971. The meeting was attended by 26 Commonwealth Countries. Whereas some representatives favoured a totally separate policy for youth, some were of the view that since youth form part of an integrated and total of political, social and economic set up of a particular nation they cannot be isolated from many aspects which are part and parcel of National development and progress.

was established here in 1973 whose basic objective was uplift of women and children in the village. With the assistance of youth an evidence of self-less service, the entire structure of four rooms verandah and office has been erected purely with the physical labour and material assistance of the volunteers. For exuberant display of youth spirit Bal Basant and Delhi Bal Kishan Dargal is organised as a feature to attract many youths and enlighten them about their responsibilities. Block level rural sports and organisation of coaching camps under Delhi council for sports competition and National Institute of Sports are undertaken. An interview with the Youth Coordinator Shri R.N. Sason revealed that the Kendra seeks participation of other Blocks, sports conducting bodies like DESU and popularises the spirit of cooperative zest with a wide publicity of the programme in Hindi Dailies.

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- * policy should be a part of overall national development policy, realising fully that the local needs and priorities differed considerably from country to country and from region to region within a country. The committee adopted a unified approach that the individual countries may emphasise the approach they deemed most desirable but aimed at achieving the basic objectives of fulfilling the needs and aspirations of the young people. Some basic principles which could be followed

Kasturba Gandhi Memorial Trust, a Central Registered Institution funded by Central Social Welfare Board and Delhi State Social Welfare Board, Directorate of Social Welfare Delhi, Administration also assists in rural development. The Indian Cooperative Union New Delhi and the Gandhi Peace foundation are organisations assisting the Nehru Yuvak Kendra in conducting Surveys for identifying the groups, rural establishments to upgrade their economic programmes. The objective being greater production

- * as having common application to all commonwealth governments in formulating evaluating and revising Government policy on youth affairs were also agreed to. These included (a) A youth policy or full coordinated set of policies for young people is necessary (b) the youth policy is to be consistent with and supportive of national development strategy (c) It should recognise the diversity of youth population and great variety of needs. (d) It should be comprehensive and flexible (e) It should provide for an appropriate machinery for coordination of policies of the other governmental depts. (f) it should provide for participation by young in policy formation of administration (g) it should be consistently evaluated and (h) it should provide for enough scope for learning from experience of others, as also for assisting others for providing information and practical help based on its own experience. (Ministry of Education, Youth Programme).

and greater employment. This includes combining traditional skill with a modern machine. As a result of such programme the Delhi Administration established an overhead agency as Department of Rural Development for production and sales.

The main rural industries found in Alipur Block on survey are:-

1. Black Smity
2. Carpentry
3. Pottery
4. Weaving
5. Knitting
6. Leather work
7. Gold and Silver Smithy
8. Rope and Bag making.
9. Tailoring.

Occupational pattern of workers and non-workers is as a ratio of 3 : 1, of workers and in services ratio is 10:1. The classification of occupation is as given below:-

	Percentage
1. Cultivation	20%
2. Agricultural labourers	15%
3. Livestock, Forestry, hunting, fishing, Plantation, etc.	

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	<u>Percentage</u>
4. Mining quarrying	Negligible 4%
5. Household industry	12%
6. Other than household industry	4%
7. Construction	6%
8. Trade Commerce	10%
9. Transport Storage, Communication	20%
10. Other Service	

~~Any~~ A unifying & force of the community is Delhi Dehat Sports Associations. 21 youth clubs and similar agencies affiliated to voluntary organisation are on the rolls of DDSA. This works in collaboration with NYK. The Block Development Officer and his Office is in liaison with NYK for developmental programmes particularly to publicize and popularise the Government sponsored programmes.

The NyK Alipur conducted Adult education centre with full muscular energy and sharpened

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attitude upto the year 1980. But due to several financial imbalances the Adult Education could not be taken up. The earlier work was appreciated on inspection by a Joint Team of participation at a Seminar conducting by the National School for Education Administration.

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Suggestion for the effective Re-organisation
of Adult Education in Delhi State.

Adult education as elsewhere is facing great perils, (no matter of what magnitude) in Delhi too. The greater dissatisfaction is on unconcerned attitude of the organising unit and that of the learners. As a matter of fact the great need today is of economic betterment rather than preaching or passing sermons. The instructor wants to have his job satisfaction while running an adult education centre, which he cannot have. There are a few instructors who view monetary gain as negligible and feel an inborn elevation in enlightening others. This zest was seen in some young instructors of Turkman, Jama Masjid area. Although they needed money as additional income yet as they came from poor families of Rickshaw pullers and meat sellers they felt a thrill of having the opportunity of guiding others with sense of affection and service. The recipients bowed in gratitude environment for teaching as unity of teaching learning act. Not to speak of a covered space, room or improvised shelter but even a small platform (ambulance) can become a place of learning if the unity of teaching learning act is prevailing. The teacher/instructor came not with a message like a saint who only came and the beneficiaries await the word. The teacher/instructor is not a saint.

the programme comes to them as a boon.

आपकी नज़रों ने समझा प्यार के काविल मुझे.

ए दिल-अन तो सँभलले मिल गई मंज़िल मुझे । (1)

The instructor has readiness to teach and the learner is spell bound to learn.

Mahatma Kabir was a great teacher and guide of his time, teachers in the real sense of the term. He had an inbuilt behaviour of a teacher. His philosophy guides us today. His stays at places were of short duration, the clientele from varied groups, yet he spoke relevant to the needs as he made his judgement very piercing and cast it into the words which had effect :

मेरा तेरा मनुओं कैसे एक होइ रे
तू कहै कागद की लेखी में कहूँ ओखिन की देखी
में कहूँ सुरभावन छारि तू देई उरभाई रे ।

(2)

The spirit of Kabir can be basis for our teaching learning programme. We do not have so many Kabirs for our entire adult education centres. But we can be guided by the philosophy of education as brought to us by Kabir. Let the selfless people come forward to the centres. If for the time being they are not available there is no hurry of starting the centres to count figures of learners. A separate section is devoted to methodology of teaching.

through spoken word based on Kabir's field experiences.

- ✓ (1) A 'Ghazal' used as a cine-song meaning that I am so fortunate you have found in me the possibilities of being loved, worthy of your company,
 - ✓ (2) The only condition for teaching learning is corresponding views, let the views pass on smoothly and accepted faithfully. ("You speak of quotations snatched from scriptures today from seminar and conference reports) I emphasise on "What I see". I speak of something to solve the problem, you make the issue complicated."
-

in the
It is not fitness of the programme that an instructor is always grumbling over the remunerations. An increase from Rs. 50 to Rs. 100 has not brought out remarkable change in the performance. The fact is that the idea of social education or adult education was conceived of differently from today's mass literacy programme. The earlier one was in a setting of minimum resources available. We want all the values and expectations fulfilled within the programme but with an expenditure which does not suit or which is not bearable.

cannot make a person literate even by spending Rs. 150/- on him over a term of 10 months. The idea of adult education got generated by the efforts of voluntary bodies partly for social uplift of the masses and partly as a component of our struggle for freedom political or economic. The effect of modernisation steered into education, the formal systems, leading to technology of education which have shown mammoth expenses on untold number of Institute of, Council of, foundation of, etc. and the result has been arduous details of reports, Abstracts of conferences, seminars and workshops. Adult education requires tender touch, careful inexpensive and fair and honest designs and a modest infrastructure.

Before identifying the clientele we have to identify the selfless workers at all levels from among the people of a circumference. Simple surveys with moderate technique should be undertaken speedily but accurately and had been undertaken by the selected volunteers of Mohan Yuvak Kendra Alipur. The survey was conducted to identify the economic-groups (establishments) in the rural area of Alipur, Kanjhawala and Rajnagar blocks purely on voluntary basis with some assistance extended by voluntary bodies like the Khadi Movement and the cooperative associations. New Delhi.

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Mass literacy is gigantic work. As we have made our efforts to publish a 'white paper' on the situation in Punjab, exactly so we need to ponder over the task of adult education in the country and so particularly in Delhi where problems are peculiar in the context of mobile population and heterogeneous groups of learners. A geographical survey matching with census and elections (electoral rolls for each constituency, zones, and wards minutely combed without overlapping) should be finalised within two months before actually launching the massive programme. The rigidity, and no laxity is to be maintained in our eyes impressing upon the need of survey back to the surveying team and the responding public. The chain of progress are faithfully to be given on T.V. as a regular feature for information and awareness together with publicity of the incoming programmes. The lack of flexibility has created non-seriousness and evasion of responsibility. Once the entire population is aware of the huge outlay and the basic characteristics of the programme at fixed well known centres like the Panchayat of the locality, Post offices, primary schools health centres, etc. etc. etc. with complete postal addresses, the programme can be pushed into action by posting the district officers, block officers, instructors without delay in the field.

The past experience has shown haphazard exercise.
The target is to be achieved within the facilities provided
valid enough for evaluation purpose.

Selection and Appointment of Instructors

As discussed earlier the role of voluntary agencies in holding the task of Adult Education is now almost nil. Responses from these voluntary bodies reveal that they work only either as consultants or their ~~many~~ sub branches had some centres somewhere. The old organisations have taken up the role of NCO's and are being funded by international agencies (See Role of voluntary agencies in Adult education). Therefore, a word of caution is important. These agencies when visited or contacted feel inconvenient, repulsive and disinterested as if they are now busy in bring^{ing} about 'Mirwan to many' through their exclusively unique and so far unknown experiments.

It is better in this context to contact small research organisations who undertake survey and evaluation to run Adult education centres in the team spirit of cooperatives. The research organisation like Sinha Institute, Tata Institute who have so far undertaken the evaluation task of adult education may be as affiliating bodies in some states. For Delhi the CSE and other

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statistical organisations can do the organisational work to establish centres and arrange training programmes. The registration of instructors through a special cell of Employment Exchange is possible. The thronging crowd of registration seekers can offer their services by showing their option of two or three places in Delhi. Male and female instructors could be available on suitable terms, hours, condition and their recruitment and training should equip them considerably to run the centres. The Directorate of Employment and training can make their guidance facilities available as and when desired by the research organisation. In fact, the entire structure requires to be overhauled and make 'A Dull organisation turning into an enterprise' time bound on the pattern of financial assistance to youths in TRYSEM.

If the Administrative structure is minimised and field is expanded instead, more fruitful results will accrue. The character of the adult education and research organisation will be self-voluntary. The supervisor will work as evaluator at their level and thus evaluation work will be carried on simultaneously with the literacy or post-literacy programme. The minimum qualification for an instructor in the age group of 18 to 25 is High School or equivalent. Circular activities and other activities will be preferential

qualifications. A test for resourcefulness and competence will be administered before appointments. The instructors if required to work at two or three places will be provided with bus fare. Not more than three centres will be looked after by one instructor. It will be in the fitness of assigned work that as far as possible the instructor selected should be asked to conduct survey of the areas with all location codes. The surveyor should be provided with a badge for identification and he should be extended all help by the public and local authorities as is expected in a census survey. An instructor from outside locality is preferred. There are least chances of complacency or pilferage. A local instructor is recommended only in tribal population who can communicate in the respective dialect but in Delhi any instructor can take this position.

Utilization of Funds

The organization will varied in statistical competence will spread up the details of expenditure and would meet the deficits by adjusting expenses to a certain set limits. The target for the country (number of Adult) and quality (required standard is to be achieved). Learning of census pattern can however be condensed for some periods. The pattern of household pattern. Attending to the details of the census must

pre-requisite for availing of any loan or grant under developmental programmes.

It would be also binding on the private establishments to employ only the literate adults or with a certificate that he or she is attending literacy classes at a certain centre duly countersigned by the Supervisors.

Learning Material:

The State resource centres have so far been responsible to produce learning material of graded proficiency. Some tests on Language and understanding level have also been made and accordingly the primers are available for distribution. However, the instructor should not wait for such books if not available and utilise his instruction and experience to write some exercises/lessons himself. Within the budgetary provision, some amount should lie with the instructor, say Rs. 10/- which he can spend on aids, learning materials, charts or booklets, collected from bookfair or elsewhere conducive to information. The vouchers may be produced by him for keeping the accounts. The participants should have their own writing material. Collecting the Slates and pencils back from the learners

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is very odd. A local daily can be subscribed for one can re for awareness and an aid to reading skill of various sizes of printed letters.

Learnners participation and leadership:

Interaction between adults helps recognise the inherent capabilities of each in the due course of time. Each adult, whatever be his background, is capable of doing something to enrich the working of the centre. One can do at least to the lighting facility. The other can take seating arrangement. Other than teaching learning programme participation in cultural programmes can also be organised. It is not difficult to locate a person who can provide entertainment with folklores, at the very onset of a festival week. The entire centre can be a visiting guest to another centre when some cultural programme is being organised or two or more centres can arrange a function collectively. The very spirit of Folk Schools can develop only when the instructor who is supposed to be the kingpin of all this massive programmes offers his concern for the people getting sufficient training impetus continuously. As expressed earlier the programme should have a 'Hostel Board' or a 'period camp' where the activities get enumerated, field reports submitted, fresh instructions collected.

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data analysed and scripts prepared and cyclostyled despatches are made and lunch dinner taken by all the functionaries together. To some extent Nehru Yuvak Kendras can play a leading role in magnifying the image. The NYK at Mehrauli had a very counteracting projection as compared to that of Alipur NYK. Except the peon no official was available upto 11.15 A.M. One sports material supplier remarked "One may come at any time and may leave as early as 2 P.M. (where the office hours are from 10 to 5 PM). Briskness is to be adopted and slipshod style attitude avoided.

Coordination with Other Agencies

The paradigm of organisation of adult education programme shows that the State resources centres is expected to form a liaison with other developmental departments of the State. The syllabus for supervisors of ICES envisages Supervisors through contacts with similar institution taking up welfare obligations.

Year 1982-83 being the first year of operation for SRC Janta Millia the following events and achievements may be of interest to the field workers.*

* Source - Janta Millia SRC Centre

Annual Report - 1982-83

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1. Training programme for project officers and Instructors (see curriculum).
2. Formation of a Theatre group.
3. Puppetry.
4. Cassettes on social problems.
5. Projecting films to develop critical attitude.
6. Filling gap 'books,' simple to read interesting in theme.
7. Self-learning pocket books in trades.
8. 3 Resource books for instructors.
9. Identification of reading difficulties on linguistic basis.
10. Preparation of graded readings.
11. Draft curriculum for three years integrated course.
12. Experimental/model centres.
13. Bell bicycle library.
14. Evaluation and research reading interests; survey of persons interested in further education; evaluation of reading material.
14. Participation in seminars and conferences involving the following:

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1. Assessment, evaluation and problems faced by adult education movement, IAEA and Fr. Ehurt STAFCAT (Vishwa Yuva Sangh Jan. 1983).
2. National conference for the Eradication of illiteracy July 1982 IAEA.
3. School cum community centres and the role of schools in promotion of adult, education August, 1982 IAEA.
4. Annual conference of IAEA December, 1982.
5. Curriculum Development for follow up books December 1982, Lucknow.
6. Population Education (IUA for continuing Education - March, 1983).
India International Centre Lodi Estate.
7. Training seminar 'English as second language, February 1983, Lucknow.

The calendar of the year given above seems to be very busy and the entire staff engaged in one job or the other but the outcomes of the exercises having direct bearing on adult education programme is no where mentioned. Addressing the national conference of scientists held at Indraprastha Stadium, Delhi emphasized the need

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of science and scientific learning directly useful to the common man, artisans and the farmers in the field. The seminar and conferences should have a direct bearing on the problems of adult education centres, remedying them and strengthening their working. The reports of SRC should also give ~~maximum~~ window view as to what was the result of the entire exercise to form an overall cumulative record of the entire exercise to form an overall cumulative record of the activities in the field of adult education. This will help in tracing the developmental achievement and time spent, (3) hours utilised and (4) organisational set up required. Most of the workshops and seminars end with a tradition of validictory lecture and making cognate influences with friends and colleagues.

Intensification of the work of SRC on fixed schedule of Programmes.

The SRCs within their framework of activities should also invite training needs or remedials of instructors and should convey through a schedule of work for the calendar year the various 'jobs' pertaining to the utility of field work so that prospective instructors or inservice instructors visit SRC and gain instantly with some benefit of conversation to remove their difficulties or clear their doubts, uncertainties.

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In each SRC should work as accessible advisory centres ready to assist all working in the field of Adult education.

The technical staff of SRC should in turn be trained by the National Adult Education Resource Centre (Central Directorate of Education Ministry of Education). This is so because the trends adopted may be updated and a uniformity in standard through statistical representation can be established. The staff of the central Director of Adult Education (any officer) may work at SRC on an assignment for a period of two months so that standardisation is maintained. The news bulletin of Indian Adult Education (limited circulation) reveals that the SRCs report their work in the form of seminars and conferences inviting chief guests and dignitaries, concluding their speeches and quoting excerpts. This routine has struck hard the very function of Adult education which is originally a 'Field experience', large scale physical participation.

The State Board of Adult Education/Directorate of Adult Education/State Resource Centre should have an actual geographical map showing with colours the types of centres, areas, covered, population served and the modes of activities undertaken. If two or more agencies are operating in the same field, the

their job should either supplement each others work in concrete terms or they should take up the task of functionality separately avoiding duplication as the clientele/beneficiaries are almost the same.

The SRC should have on their diaries/programme charts the addresses, telephone no. and the names of key persons of various development departments with details of the activities/nature of duty they undertake. This will assist the instructor to contact the person concerned immediately. Apart from this the SRC should remain in touch with all the Senior Secondary and Primary Schools to make their use of for community based programmes as and when the need arises keeping the figures available like seated accommodation, staff and accessories.

The Instructor's Guide

As an instructor has a pivotal role to play, he has to be well equipped with general information on day to day life of the people. The state resource centre India Millia have brought out 'resource books for instructors' like pre-natal care and post-natal care and getting loans from banks. This is a good start but it can be reinforced by adapting these information to the local small guide which will have information on local level.

and in an interview on T.V. with a representative of Khadi Gramodyog revealed that -

1. Loan or grants are given only to a group of people working together in a cooperative form.
2. Raw material is available in set work system under various industries separately.
3. The individual can join any such cooperative already functioning if he/she finds himself ^{himself} alone.
4. The amount of loan or grant varies according to the industry undertaken.
5. Better guidance and equipments can be obtained through the commission and training in the area is also available.
6. There are different income generating programmes for different levels of work. Rs. 5/- a day for Rs. 12/- a day according to the labour and process involved.
7. The workers can either get cash for their labour or can make use of the products produced for Gramodyog. Thus fulfilling their needs instantly.

The above mentioned can be applied and implemented under different conditions and circumstances.

Similarly "Further educational Open Schools" may cover:

1. Who is eligible.
2. Initial requirements in package form.
3. Fee and application choice of subject.
4. Lesson at home.
5. Examination in separate subjects each after six months.

Similarly information on public dealing is obtained from the following departments:-

1. Food and supplies (Ration card and fair price shops).
2. Health and Sanitation (Facilities available at H. Centres etc.
3. Industries (who can put up an industry and how).
4. Motor Transport (Getting a vehicle, registration and permit.

The guidelines for collecting information can be based on 20 Point Programme or District Five Year Plan for the concerned year and available data in the field. Sometimes, various sections of the

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appear in the press involving interests of the people at large. The cuttings of such notices be collected and preserved for sometime by the instructor for clarity and accuracy on information side. But knowledge regarding types or forms, their formats, specimen copies of lease deed may be incorporated in the instructors guide which may be typed out when required for the use.

' SPECIMEN '

DILHI DEVELOPMENT AUTHORITY (SLUM WING)

PUBLIC NOTICE

Grant of Perpetual lease hold rights
in respect of Slum tenements/flats in Delhi.

of India have
to grant perpetual
rights in
of the slum
flats constructed
from time to time
allottees/occupants.

All the allottees/occupants of these

slum tenements/flats are hereby required to immediately apply in prescribed form to the Slum Department of DDA for grant of perpetual lease hold rights in respect of their flats latest by 30.9.84. The allottees/occupants who do not apply for grant of perpetual lease hold rights in respect of slum flats under their occupation before the prescribed date, shall be liable

to pay rent at the market rate from 1.10.1984. They will also render themselves liable for eviction. The allottees/occupants will also have option either to pay the cost of the slum flat in lump sum or in 10 equated annual instalments.

The application form for grant of lease hold rights may be obtained from the branches of the oriental Bank of Commerce and Central Bank India in the Union Territory of Delhi on payment of Re.1/- (one) for each application form. The form can also be collected from the "Public Guidance counter" at Slum Department of D.D.A. at Jhandewalan Extension, New Delhi.

Sd/- Manjit Singh
Director (SLUM).

The above notice concerns may in the weaker section. There may be eagerness and curiosity on the following references:-

1. Slum wing where and who is the Director.
2. What is 'Grant of Perpetual lease' & hold rights.
3. What is the earlier mode of rent and what is market rent.
4. What is the last date of application, cost of application form.

5. Allottee/occupant.
6. Format of Application form and papers to be attached.

Similarly Public issues of the Government for various saving scheme published from time to time may also be collected by the instructor to add to participants information. Various schemes of allotment of marketing places, home industry sheds are given in the press but beneficiaries miss them or come to know about them very late. The schemes having a regular feature of publication round the year may find place in instructors guide. "The instructor is a source of information herself and opens out for learners many other sources. She helps them to be bold and do things independently. Though the onset of the monsoon has called a halt to the literacy session, the club activities continue in the form of mutual visits, consultations and joint action on matters of immediate importance."

The general guide for instructor will thus pave the path for further glance over identical pursuits and the instructor will be confident enough to arouse spirit of enquiry among the learners. He can inculcate the habit of reacting to certain situation and then raise a discussion. The instructor can pose the facts for discussion, discuss the situation and then raise a discussion.

Discussions should be held on the basis of the facts for discussion.

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Reorganisation of NAEP

After the Kothari Committees report the Government of India under their plan, perspectives and strategies have tried to tackle Adult education Programmes to achieve the target of 100% literacy by the year 1990. Yet the fears of missing the goal may not be branded as pessimistic attitude. The figures of illiterate and drop-outs are only broad outlines and have been dealt with for calculating the possible expenses. We have been able to achieve much less than our expectations and that too not in dependable figures. Additional funds had to be provided to work up the yearly plan. Except that more centres will be opened no other change in the Strategy introduced to work miracles. The organisational set up only of administrative level has been strengthened like National Board of Adult Education. A strategy at field level is a must. The present paraphernalia of whosoever may teach, whereso-ever the classes be conducted, whatsoever may be taught either literacy alone or "some basis of functionality" will have to be checked strictly. The results of performance in government ^{and} voluntary sectors are evident and have been studied at large quite carefully. The proper utilisation of funds is possible only on contract basis, on fixed norms and laid down conditions, within the stipulated time and within the fixed census area of

of the approved target group. While launching the Seventh Five Year Plan we have to ensure that the job is entrusted to energetic field research/
action research agencies capable of evaluating the
progress periodically.

Involvement of Post Offices in the
Adult Education Programme.

Although the sickness of trade unions for ulterior motives is creeping through the nerves of Post and Telegraph employees also and the efficiency is deteriorating, post offices have held the confidence of public at large and postal services are relied upon as asset to peoples' normal life.

The postman has touched the interiors of locality and has intermingled with the people developing an affiliation of a faithful friend. Helping illiterate in identifying them as a real and genuine person where an authentic proof is desired, postman's witness is considered as authoritative source. The revival of old accounts and disbursement of money is done on postman's protective side. Not only to this extent, his very arrival in the village was welcomed with cheerful looks and of late he has been considered as the only literate person who helps out the villagers to their maintaining

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all decency, discipline, person's self respect, public
independence and individuality. He has been accepting the
grace of the people in coin of kind within the
limit of means. He too has felt happy and gay.

All areas are within the reach of a net work
of post offices. Not a single area can be dotted where
mail is not delivered. They (Postmen) are accountable
both to the public and their administrative unit. The
net work of post offices has covered the entire geographical
area and has evolved means to serve the entire population.
The working days for a postman are really a boon to the people.
Under these circumstances if adult literacy classes
are entrusted to genuinely devoted postmen with
usual and casual training as we propose to provide to
instructors the plan will be a success. He can complete
the job of survey very easily. He is in the know of
social strata, at a certain place. He is already acquainted
to the people. He can manage to run the centre during
500 hours of mail delivery. So many instructors have
grumbled to accept the initial amount of Rs. 50 p.m.
and even with Rs. 100 a month plus 20 plus 5, there seems
to be no better performance. We can avail of the
services of our trusted friend postman and we shall see
miracles when the teaching-learning programme is in
action. The small network of post offices will have

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the responsibility of general supervision which would be so easy for them to conduct. Sufficient space is possible even in the well lit verandahs of post offices either for conducting some classes or running some income generating centre. The sub-post office has sufficient staff to meet the situation when responsibility of National importance is entrusted. The entire job can be performed successfully within 2/3 of the estimated expenditure i.e. only Rs. 100 for making a person literate. News papers, display pamphlets and other arrivals are quite common with post offices. Publicity work too can be conducted through post offices as postal insurance has been popularised with less premium and more bonus. A pilot project be started in any area of Delhi for 3 months to see the achievements of literacy alone. The post literacy centres can also be undertaken simultaneously with the inherent procedural approach. The postman under the supervision of post offices will show convincing results.

Various agencies operating in the same area.

More than one agencies are operating in the same area for developmental programmes. They have their respective funds to be spent according to the outlays in the plan year. Their objectives are

almost identical and bear much in common. The training programmes and contents come out of a single theme as 'uplift of masses.' The agencies are:-

1. The Directorate of Education (Adult Education seen by the additional Director of Education).

Programmes

1. Non formal education centres, 2. Adult education centres in Urban Areas, 3. Rural functional literacy centres. 4. Correspondence course school. 5. Adult school for preparing Adults to appear in public examination (Secondary and Junior secondary). 6. Women work centres. 7. special literacy classes.
2. Integrated child development scheme centres (One project covering a population of 1 lakh people) Directorate of Social Welfare Delhi Administration.
3. Council of Child Development for children and women
4. Delhi State Welfare Boards - various developmental programmes.
5. Nehru Yuvak Kendras - Ministry of Education, and University Grants Commission. Channelising youth activities.

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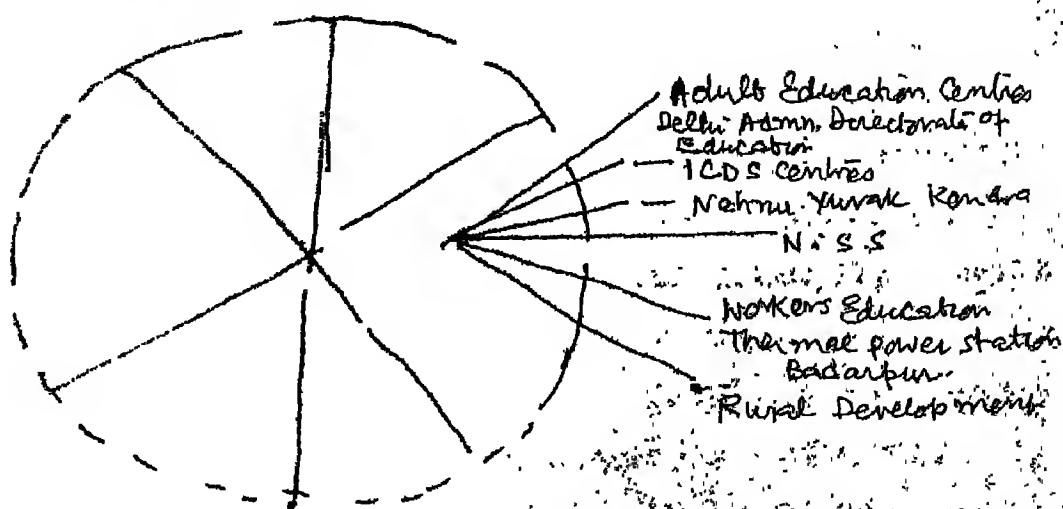
6. National service scheme - Ministry of Education.
7. Workers education, Directorate of Workers Education and Central Board of Workers Education.
8. Shramik Vidyapeeths.
9. Community Halls/Community Centres of Municipal Corporation of Delhi.
10. Community Centres of Ministry of Home Affairs.
11. Delhi Public Library and Reading Rooms.
12. H.D.M.C. work centres for supplementing incomes and training in Home Science subjects.

Voluntary bodies working in their respective fields are not included here. It is suggested that if the same population is to be covered than the various bodies should share the nature of work so that the manpower or funds so spared can be used else where. This will also help in minimising unfounded and unhealthy comparison of remuneration paid to the instructors by the respective agencies. Again if the funds are pooled together and distribution of funds is made area-wise and training programmes devised individually to have men and women workers/instructors for centres (transferable in location and also) the personnel expenditure will be much less. The same centre will be larger. The programme

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concentrated will be rich and varied in discipline, trade and skills. We shall have sufficient manpower for survey. Survey needs be identified in one proforma. There shall be an intimate liaison on the basis of needs.

Technical Area



It is observed that availability of funds is no difficulty. The difficulty arises in trained manpower to work for the centres for qualitative programme. Little or centres have to be of preliminary nature before an advanced course. Let the centres have a common objective in view. Manpower and the other facilities will be increased by the Government.

will be whole time centres near the project office from where raw material can be available *

✓ early and special care for supervisory work is possible.
Adult literacy centres can function in farther areas according to target groups.

A survey conducted by SRC Jamia Millia and views expressed by trainee supervisors revealed that most adult learners who are already engaged in income generating programmes desire to achieve the status of formal schooling capable of recognition at I.I.T. level for various training programmes for or for self-employment. An interview with an artisan (black smithy- welding of a high degree of perfection) highlighted this demand of learners. The substance was 'Kham aur chib ek lag chees hai' Illas Dairi Bat Hai', meaning that skill of technical nature is something substance and knowledge around is something additional and thus desirable.

Our terminating stage in Adult education programme is at the most class IV. A big chunk of this aspiring population is left helpless to continue their education

* In a broader perspective it is recommended to have centres on adult education that are functionally based, where the learner can get the literacy degree of the formal school and also be engaged in some productive work. This will help in better understanding of the concept of education and learning and will also help in the development of the learner's personality.

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Fourthly. The open school in Delhi governed and financed by the Central Board of Education and sponsored by the Ministry of Education advocates multy entry system which requires class VI for admission to bridge course on subjects covered for a secondary school certificate to be covered in nine attempts. It is suggested that along with literacy and functional literacy centres there should at least be one adult school within a circumference of 5 km., providing education on non-formal school system. These schools will cater to the needs of those who are admitted for class V, VI, VII and VIII) with integrated course for one year only. The curriculum adjustment is no problem. The adult mind already developed to assimilate the essentials in humanities and social sciences will require some intensive guidance in arithmetic.

The open school as mentioned above is more akin to foreign norms and imbibes most of its working from the open university of England and Australia. In the pursuit of a unique and distinct character the Open School is taking indigenous belt and behaving more or less as an institution with carpet flooring and flush door, furnished with too much of formal bags of programmes, lessons, subject matter, and many and many conditions, wings and so on.

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A few excerpts from the annual report of the open school will speak the fancy.

" As for imbalances in training, in Meghalaya only 12% of the teachers working in middle level schools are trained, while in West Bengal 30% of them are trained. These figures ugly and frightening as they are, indicate that the problem is challenging and educational task formidable, that it cannot be solved by conventional system, that the remedy for the future does not lie in the past and that it needs fresh and divergent thinking. Non-formal education systems started sometime back in India but they were always accorded low priority and an inferior position. The result was that nonformal institutions came up swiftly and withered just as fast. "

It will be very much appreciated if the open school maintains and holds the commitment as delineated below.

" It will not be an exaggeration to say that most of the features of the open school like individual registration, a flexible scheme of study, a flexible scheme of examination, an open entry system, national level

Source: Year 1970-71, Annual Report, Open School, Government of India

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entrance examination. Once one misses a chance for admission (in the present practice) one has to wait for a year or six months.

The organisational set up should be so designed that the maximum funds are used on academics rather than on costs of the office. Instead of regular employees part time employees can be appointed when the despatch of work requires more hands.

Open schools or universities in other countries like U.K. and Australia have different objectives for providing simplified education and simplified media. The Government and the job necessity requires a number of hands capable of handling general jobs where skill or technicalities are not so much involved. They wish to avoid too many immigrants in their countries and cope up with their own manpower at source. Again in formal system the courses for graduation and post graduation in U.K., Russia, U.S.A. and Australia and other western countries are deep, intensive and of longer durations with most competitive ingredient and contents. The open school should study their own socio-economic situations. There is already an inflation in the market of educated adults. Simplifying the courses or concising learning practices is going to

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deteriorate the standards further and queues at Employment Exchanges would be larger of job seekers, the idlers with a certificate claiming their rights for easy going employment positions.

We can advocate the development of technical education through open schools. For general education other agencies like correspondence course, external student coll, open universities of Madurai, Mysore, Ambedkar, SNDT Udaipur have sufficient facilities.

The Working Group appointed by the Director NCERT in 1974 to examine the feasibility of setting up an open school submitted the proposal in favour, the other group on evaluation in 1982 concluded that the open school does not attract clientele from all over India but from the adjoining areas of Haryana, and Uttar Pradesh. The entire system is to be re-examined in view of the budgetary provisions and financial implications for our country.

The open school sought guidance from the following dignitaries with gratitude.

1. Prof. B. Holmberg, Fern. University, Hagen FRG.
2. Dr. Saligman, Executive Producer B.B.C.
Open University U.K.
3. Dr. Paul H. Northcott Deakin University, Australia.

4. Prof. C.K. Basu Consultant Colombo Plan,
Staff College, for technical Education,
Singapore.
5. Mr. Kevin Smith, Director, Department of
External Studies University of New England,
Australia.
6. Mr. R. Erdos, Australia.

They may elaborate the concept of open schools. The concept is good to provide opportunity of education to the disadvantaged or deprived group, but the need is to be identified within our own environment and the sector where we need education the most. Education is not to be considered as a grant of charity unmindful of future repercussions resulting into absurdity and meaninglessness of degree and certificates.

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